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ABSTRACT

This curriculum was designed to teach frontline supervisors of community-based services and programs that provide supports to persons with developmental disabilities. The curriculum is based on a set of identified competencies for frontline supervisors and the findings of a series of focus groups that were conducted by the Institute on Community Integration with direct support professionals, frontline supervisors and administrators from agencies in Minnesota. Issues, challenges, and benefits of new immigrants entering the direct support workforce were identified during the focus groups, and the materials presented in this curriculum are designed to address these challenges. Specific modules address: (1) understanding diversity; (2) building a cohesive team by supporting immigrant workers; (3) orienting and training the immigrant worker; and (4) recruiting, hiring, and organizational practices that support immigrant workers. The training curriculum consists of both a facilitator guide and a learner guide. The facilitator guide is designed to be used by trainers and facilitators who have a good understanding of the issues. Step-by-step instructions are provided in the guide for each activity. The learner guide is to be used as a workbook during the training and as a reference guide. (Contains resources and references.) (CR)

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ED 457 640

The Power of Diversity

Supporting the Immigrant Workforce

Facilitator Guide

Research and Training Center on Community Living

Institute on Community Integration

The College of Education & Human Development

UNIVERSITY OF MINNESOTA

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The Power of Diversity: Supporting the Immigrant Workforce

FACILITATOR GUIDE

This curriculum was developed by Lori Sedlezky, Lynda Anderson, Amy Hewitt, Susan O'Nell, John Sauer, Sherri Larson, and Talley Sjoberg at the Research and Training Center, Institute on Community Integration (UAP) at the University of Minnesota and Richard Oni of Progressive Individual Resources, Inc. This project was funded by the Partnerships for Success Project funded by the U.S. Department of Labor grant # N-7596-9-00-87-60; by the Administration on Developmental Disabilities, U.S. Department of Health and Human Services through their Training Initiative Project grant #90-DD0468-02, and by NIDRR through the Research and Training Center on Community Living grant # H133 B980047. The analyses, interpretations, and conclusions are those of the authors and do not necessarily reflect the views of the Institute, the Center, the University, or their funding sources.

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Introduction to the Power of Diversity: The Content, Structure, and Guiding Principles of the Curriculum

Introduction to The Power of Diversity

This curriculum was designed to be taught to frontline supervisors of community-based services and programs that provide supports to persons with developmental disabilities. This curriculum is based on a set of identified competencies for frontline supervisors (The Minnesota Frontline Supervisor Competencies and Performance Indicators, 1998) and the findings of a series of focus groups that were conducted by the Institute on Community Integration with direct support professionals, frontline supervisors and administrators from agencies in Minnesota. Issues, challenges, and benefits of new immigrants entering the direct support workforce were identified during the focus groups, and the material presented in this curriculum is designed to address these challenges. The curriculum was developed to provide learning opportunities for the frontline supervisor to gain the knowledge and skills necessary to manage effectively and support a diverse workforce. It focuses on strategies that will address challenges and encourage frontline supervisors to maximize the benefits of supporting recent immigrants in the workforce.

The training curriculum consists of both a *Facilitator Guide,* and a *Learner Guide.* The facilitator's guide is designed to be used by trainers and facilitators who may not have broad experience in this content area but who are aware of the issues and how they affect their agencies. Step-by-step instructions are provided in the facilitator's guide for opening exercises, mini-lectures, and interactive activities that will reinforce the concepts discussed.

The learner's guide is designed to be used as a workbook during the training and as a reference guide for the participants once the training has been completed. It includes instructions to complete various exercises, text versions of the mini-lectures, and worksheets to be completed both in- and out- of the classroom. Much of the information provided in the learner's guide can be used as reference material and aids for the participants as they apply the principles and strategies suggested in the curriculum in their real work experiences after their initial instruction.

The Power of Diversity Curriculum can be adapted to the needs of community human services in states other than Minnesota. However, immigrant populations, demographics, and recruitment and retention rates vary from state to state, agency to agency and over time. The information reflected in this curriculum is about the immigrant populations in Minnesota and specifically those immigrant groups that are more likely to be employed by community human service agencies. It is recommended that you check the demographics in your area, every 6 months or so, or prior to training, in order to maintain a current understanding of how immigrant groups are affecting your communities and to use current information when presenting this material. In addition, you should see state-specific information on national statistics regarding recruitment and retention of DSP in community services.

Curriculum Objectives

There are a number of broad objectives included in this curriculum. The objectives describe the specific outcomes the curriculum addresses and participants are expected to achieve. The participant will:

- Understand culture and its impact on communication, interactions, and within the context of the work environment.
- Use communication, team-building, and conflict-resolution strategies in a way that acknowledges and respects diversity.
- Implement training strategies that facilitate successful entry of the immigrant worker into the organization and that encourage the immigrant worker to develop important and necessary work-related competence.
- Identify recruitment strategies that promote a diverse workforce and tap into unique recruitment sources and opportunities within the community.
- Identify and implement strategies that make the interviewing process culturally competent.
- Model culturally competent behavior and serve as an agent for change in the organization regarding increased cultural competence.

How to Use the Facilitator's Guide

The facilitator should thoroughly review the entire guide prior to conducting the training and expect to spend some time preparing and organizing materials and seeking further resources. One facilitator or a team of facilitators should teach the entire curriculum from start to finish for maximum consistency and understanding of material. Because the curriculum requires facilitators to use plentiful examples from their own experiences or the common experiences in their agencies to illustrate concepts, seek out examples in advance. Use the experiences of the participants throughout the training to highlight and clarify issues.

This curriculum is divided into four modules that are broken into several units that each cover an individual concept. Within a unit, content is presented through flipchart exercises, worksheets, mini-lectures, group discussions, activities, and other tools that are provided to help learners apply the concept in the work setting. In addition, worksheets are often used to facilitate the learning process. The total amount of time to teach this curriculum is between 20 and 25 hours. Each module and unit specifies the amount of time it should take to complete. Facilitators can modify the amount of content that is delivered in any given training session by customizing the number of modules or units to include in a training session.

Overhead slides to copy onto transparencies are included at the end of each module. They are also available in two other formats, 1) electronic PowerPoint format on the floppy disk (included with this curriculum), 2) as a downloadable PDF file on the DSP website located at http://rtc.umn.edu/dsp.

Sometimes the curriculum includes a "facilitator note." These notes provide the facilitator information that they may need as they are facilitating the learning process. Also at the beginning of many of the learning activities there are sections called "facilitator background information." These sections give the facilitator important information about why an activity is occurring or structured the way it is or to give the facilitator information they will need to best present the information.

A brief description of the instructional strategies is listed below. These strategies and methods have related symbols which appear in the left margin of each section, so that facilitators can easily see what strategies they will be using as they move through the sections.

Mini-Lecture

The mini-lecture is an instructional tool designed to present basic concepts and information about a specific topic. The mini-lecture consists of written instructions on how to present the material and how to use the accompanying overhead transparencies. Much of the text is also included in the learners manual so that the facilitator can refer the learner to the manual when appropriate.

It is important that as a facilitator you use the text and overheads as a foundation for the training but that you add your own experience and other resources you have identified and found helpful in your previous training or learning experiences. We encourage you not to read the text word-for-word to participants. This is often boring for learners and is not an effective teaching strategy. Unit summaries are included at the end of each unit to assist you in summarizing the information.

Discussions

Discussions are designed to be an interactive way to present material to participants. Discussions start with open-ended questions asked of participants and are designed to draw out experiences and ideas from participants prior to delivering content. We encourage you to present content based on the experience level and comments made by participants, and build from this point. As adult learners, participants will bring a wide variety of experiences and knowledge to the learning environment. Be sure you capitalize on this valuable learning tool. Overheads are included to guide the discussion session. At the end you will want to summarize the discussion and to emphasize the key points that came out in discussion.

Worksheet

Some discussion sessions include in-class worksheets which are intended to help facilitate the discussion process. Often learners will complete or review a worksheet as individuals or in small groups and the information included on their worksheets will be used for further discussion about a specific content area.

Activities

Activities are experiential exercises. The types of activities vary significantly, but are used to stimulate thinking around a concept prior to presentation of content or to apply the knowledge and skills participants are learning. Activities can be adapted according to group size and experience level of the participant. Directions are provided to the facilitator about how to organize and facilitate each activity.

Tool Review

Toolkit reviews are opportunities for participants to review tools that frontline supervisors can use in their workplace to assist them in developing certain skills or outcomes, or in facilitating the development of these skills in other employees. These may include staff worksheets or handouts for direct support professionals or fact sheets that frontline supervisors can use when training direct support professionals. The participants will be able to review the tool and discuss any challenges they anticipate in using the material and/or discuss the benefits they foresee within their particular organization. Tool reviews are brief and facilitators may choose to skip these sections if training time is a constraint.

Flipchart Exercise

Flipchart exercises accompany many of the discussions and activities. The facilitator or a participant records participant responses during discussions on the flipchart for the large group. This is used to visually sort information or to record items and thoughts that will be used later in the session. Sometimes small groups will use flipcharts as they work on exercises together, to assist them in organizing information they will report back to the large group.

The Adult Learner and You

This curriculum was developed with the principles of adult learning in mind. The presentation of materials is designed to help adult learners achieve the unit, module, and curriculum objectives. However, as you make modifications to the curriculum to meet the unique needs of your own participants you will want to keep these important adult learning principles and suggestions in mind.

Adult learners are goal-oriented and come to a training session seeking information that will help them with the specific work tasks they need to accomplish. Information is best presented using detailed examples that relate to the learner's understanding of the topic, and that clearly identifies the objectives of the learning.

Adult learners also come to the learning environment with a variety of experiences and knowledge sets. This previous experience and knowledge needs to be respected by, first, seeking and gathering information from participants regarding their level of knowledge; second, adapting your presentation and activities so that they are meaningful to participants based on their previous experiences; and third, by utilizing the experiences of participants, letting them illustrate content and teach concepts to others.

Because adult learners generally need to immediately apply learning they should have plenty of opportunities to practice and demonstrate new skills. Like all learners, each adult is unique in how they best learn. Using a variety of methods to teach and reinforce concepts (e.g. visual, auditory, tactile) will be critical in helping learners achieve the unit objectives. Ask participants for regular feedback. Frequently assess their understanding by asking questions, having them "teach" you or each other or through other methods so that you can make adaptations when necessary.

It is important that the adult learner feels comfortable in the learning environment. Therefore, sharing "housekeeping" details (location of restrooms, vending machines), scheduled breaks, and the agenda or module overviews is critical. In addition, sensitive topics may require the group to come to consensus regarding group norms around participation. You are encouraged to discuss the following with participants:

- Personal information shared by participants will stay in the room.
- Each person can participate to the degree to which he/she feels comfortable.
- There is no right or wrong answer.
- Be respectful and listen to others' response.

The content included in this curriculum is sometimes of a sensitive nature. It requires learners to take a serious look at their own values, experiences, ideologies and biases. Facilitators need to be aware that this can sometimes elicit strong emotions from participants and, therefore, facilitators should be prepared to respond to such situations sensitively, empathetically and skillfully. Acknowledging feelings and differences of opinions will be important. Additionally, ensuring that participants respect that others have some differences and that this is "o.k." will be important.

It is also important in your presentation of this material that participants do not walk away with the idea that immigrant workers are to be treated in different ways based on their immigrant status. To do so would not only be unfair, it would also leave the supervisors and agencies open to discrimination suits. Every technique in this curriculum is useful for all workers, but the examples and context are given around supporting immigrant workers and common issues that have been identified. In this time of tight labor markets, agencies will have to become savvy in using these techniques for all workers so that each worker can feel an active part of the agency, and be confident and competent in performing work skills.

Lastly, as a facilitator, if you have questions, concerns or are unsure about how to use this manual, feel free to talk to other trainers or to your peers for suggestions. Often, putting the experiences of two people together is helpful in finding resolution or preparing for a training session. It will also be important for you as a facilitator to listen to the feedback you receive from participants. Feel free to modify your delivery of this material based on what you hear from participants over time. This will only enhance your skills of teaching this important content.

Applying Competency Based Learning Strategies

Competency-based training requires demonstration of skills and the application of knowledge. Just as Frontline Supervisors are encouraged in this curriculum to develop competency-based training for their employees, agencies are encouraged to use competency-based training for Frontline Supervisors (FLS).

This curriculum was designed with competency-based training in mind. Each module has a series of application activities, such as "action plan" worksheets, "toolkits" or other activities that require participants to implement a change in procedures or behavior.

Agencies are encouraged to use these activities as the basis for assessing the acquisition of skills and knowledge of FLS participating in the training. Program directors, or others supervising FLS, should have a copy of all of the activities from this curriculum and can use them to monitor and support the development of these skills in FLS.

Module A:
Understanding Diversity

FACILITATOR GUIDE

Introduction and Participant Competencies

In order to effectively support direct support professionals (DSPs), Frontline Supervisors (FLSs) and others in an organization must begin to understand their own culture and frame of reference for making decisions in the workplace. Once they have begun to understand their own cultural heritage they can start the journey toward learning and understanding about other cultures. They can then put this new learning into practice by reflecting on their supervisory practices and on the organizational practices of the agencies in which they work. When they have done this they can apply this newly gained knowledge and understanding to make changes where needed to create a more culturally competent workplace.

This module, **Understanding Diversity**, has activities and information designed to help the Frontline Supervisor understand why developing cultural competence is important; understand some of their own cultural perspectives and biases; understand potential biases in the organizations for which they work; and to develop strategies to begin to create and support a more culturally diverse and culturally competent workplace.

Diversity and cultural competence can be potentially emotional topics and difficult to teach. Cultural competence in and of itself can be controversial if not handled tactfully and sensitively, respecting everybody's viewpoint. This does not mean that the topics should not be addressed, but that a skilled facilitator/instructor should take the lead on presenting this material whenever possible. Facilitators may also want to consider presenting this material in two different sessions, to give participants a chance to reflect and practice the new skills learned.

Module A will take approximately 5 and 1/2 hours to complete.

By completing Module A: Understanding Diversity, the participants will be able to demonstrate the following competencies:

- The Frontline Supervisor can define his/her own cultural identity and can understand how culture influences interactions.
- The Frontline Supervisor can develop strategies to increase personal cultural competence.
- The Frontline Supervisor can identify the underlying values of culturally

competent supervisory practices.

- The Frontline Supervisor can assess current organizational practices to identify the extent to which they are culturally competent and supportive of immigrant workers and they can participate in supporting these practices.
- The Frontline Supervisor can identify areas in which culture can influence communication.
- The Frontline Supervisors can identify and use effective cross-cultural communication strategies.

Module A: Arrangement and Materials

Room Set-up:	• See Opening Activity: Cultural Immersion for initial room set-up • After activity participants should sit in an informal style that promotes interaction (at round tables seating 4 to 6 people or in a semi-circle)	
Materials:	• flipchart and markers • pens (ballpoint) • nametags • participant/learner guide for each participant • overhead projector	• transparency markers • CD or cassette player, & CDs or cassettes • food and beverages- see opening activity • plates, napkins, and utensils
Overheads:	• Overview of Curriculum • Power of Diversity Curriculum Objectives • Session Agenda • Objectives of Module A • Immigrants in Minnesota • Traditional Pool of DSPs • Recruitment and Retention Challenges • Immigrant Workers in Community Service Agencies • Challenges and Differences • Benefits of a Diverse Workforce • Frontline Supervisor Skills	• What is Culture? • Many Things Make Up Your Culture. • How Does Your Culture Influence Your Day-to-Day Actions? • Cultural Competence • Cultural Competence Continuum • Cultural Factors in Communication • 4 Steps to Cross-cultural Communication • Summary of Module A • Objectives of Module A • Preview of Module B
Worksheets/ Handouts/ Information Sheets:	• Power of Diversity Quiz • Power of Diversity Quiz – Answer Key • Cultural Competence Continuum Descriptions • Cultural Competence Continuum Worksheet • Answer Key to Cultural Continuum Worksheet • Assessing Organizational Bias • Is Your Workplace Inclusive? A Survey for Staff • Organizational Competence Action Steps Worksheet • Communicating Our Way Instructions • Cross-Cultural Communication Scenarios • Effective Communication Scenarios Worksheet	
Time:	• Approximately 5.5 hours	

Opening Activity: Cultural Immersion

Facilitator Background Information: The first section of this module introduces the concepts of culture and cultural competence to the participants. In order to create the right frame of mind, the atmosphere of the room will reflect the experience that many immigrant workers have when coming into homes/work settings, where many of the day-to-day practices are unfamiliar to them. The purpose of this activity is to give participants an understanding of what it feels like to enter an unfamiliar environment and to be unsure of expectations due to cultural and language influences.

Time: 10-15 minutes

Materials Checklist for the Activity

☐ Cassette tapes and tape player or CDs and CD player

☐ ethnic snacks/beverages, plates, cups and utensils

☐ nametags

Facilitator Instructions

1. Choose some of the following methods to create an atmosphere that is different from one the participants may be used to in a training environment:
    - Play music from another culture/language. Try to pick music from immigrant groups represented in your agency.
    - Learn greetings in other languages and use these to greet people as they enter.
    - Offer snacks from various cultures. Label them in the language used in the culture they are from.
    - Have people sit on cushions on the floor
    - Introduce yourself in another language (if you speak one)
    - Have written instructions on the board in another language, etc.
    - Use posters from other cultures to decorate the room

2. After all of the participants have arrived, and have had a chance to spend a few minutes experiencing different sights and sounds, introduce yourself in English and welcome them to the class. Move to chairs/tables if participants had been asked to use a cushion or to sit on the floor.

3. Ask the participants how they felt when they first came into the room. Ask them how they think it might have felt if they had to complete the entire training session under unfamiliar conditions. Ask: *How similar might this be to the 1st day on the job for an immigrant worker?*

4. Begin introductions. Ask all participants to give their name, their work location, and to identify something about themselves that makes them unique. Either go around the room or ask the participants to do it "popcorn" style. Popcorn style means that participants volunteer in random order, versus moving around the circle in one direction.

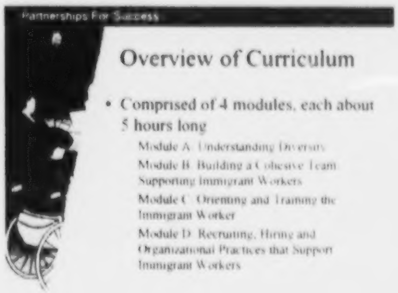
Housekeeping and Agenda Review

Time: 15 minutes

Facilitator Instructions

1. Provide housekeeping information to participants to help them feel comfortable in the training environment. This could include the location of restrooms, phones, break times, and other pertinent information.

2. Show the **Overview of Curriculum** overhead (Learner Guide, p. A2). Explain to the participants that the curriculum is made up of 4 modules, each approximately 5 hours in length. The topics covered include: understanding diversity and cross-cultural communication; supporting the immigrant worker through mentoring, team building and conflict-resolution; socialization, orientation and training strategies; and recruiting, hiring and organizational practices.



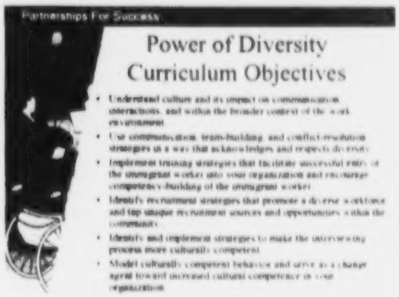
Partnerships For Success

Overview of Curriculum

- Comprised of 4 modules, each about 5 hours long
  - Module A: Understanding Diversity
  - Module B: Building a Cohesive Team: Supporting Immigrant Workers
  - Module C: Orienting and Training the Immigrant Worker
  - Module D: Recruiting, Hiring and Organizational Practices that Support Immigrant Workers

3. Show **Power of Diversity Curriculum Objectives** overhead (Learner Guide, p. A2). Explain to participants that the overall objectives of the curriculum are to:

   - Understand culture and its impact on communication, interactions, and within the broader context of the work environment.
   - Use communication, team-building, and conflict-resolution strategies in a way that acknowledges and respects diversity.
   - Implement training strategies that facilitate successful entry of the immigrant worker into organizations and encourages competency-building of the immigrant worker.
   - Identify recruitment strategies that promote a diverse workforce and tap unique recruitment sources and opportunities within the community.

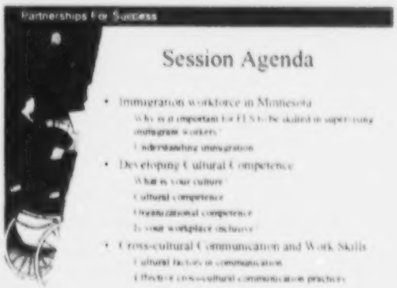


Partnerships For Success

Power of Diversity Curriculum Objectives

- Identify and implement strategies to make the interviewing process more culturally competent.
- Model culturally competent behavior and serve as a change agent toward increased cultural competence in organizations.

4. Show the **Session Agenda** overhead (Learner Guide, p. A2). Explain to participants that in this Module, we will be covering topics related to demographics, recruitment and retention challenges and how that relates to immigrant workers in Minnesota, topics related to cross-cultural competence, and cross-cultural communication.



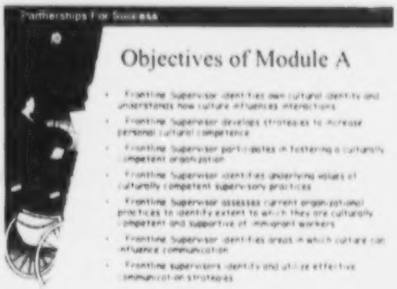
Partnerships For Success

Session Agenda

- Immigration workforce in Minnesota
  - Why is it important for FLS to be skilled in supervising immigrant workers?
  - Understanding immigration
- Developing Cultural Competence
  - What is your culture?
  - Cultural competence
  - Organizational competence
  - Is your workplace inclusive?
- Cross-cultural Communication and Work Skills
  - Cultural factors in communication
  - Effective cross-cultural communication practices

5. Show the **Objectives of Module A** overhead (Learner Guide, p. A2). Explain to participants that in this Module they will learn:

   - to identify their own cultural identity and understands how culture influences interactions.
   - to develop strategies to increase personal cultural competence.
   - how to participate in fostering a culturally competent organization.
   - to identify underlying values of culturally competent supervisory practices.
   - to assess current organizational practices, to identify extent to which they are culturally competent and supportive of immigrant workers.
   - to identify areas in which culture can influence communication.
   - to identify and utilize effective communication strategies.



Partnerships For Success

Objectives of Module A

- Frontline Supervisor identifies own cultural identity and understands how culture influences interactions
- Frontline Supervisor develops strategies to increase personal cultural competence
- Frontline Supervisor participates in fostering a culturally competent organization
- Frontline Supervisor identifies underlying values of culturally competent supervisory practices
- Frontline Supervisor assesses current organizational practices to identify extent to which they are culturally competent and supportive of immigrant workers
- Frontline Supervisor identifies areas in which culture can influence communication
- Frontline supervisors identify and utilize effective communication strategies

6. Ask the participants to offer some suggestions for rules or guidelines the group should follow during the training. Be sure the following are included: Be considerate and respectful of others and their opinions; Use active listening skills; Be on time.

Unit A1: Immigrant Workforce in Minnesota

This unit will take approximately 1 hour 20 minutes to complete. Please read through all of the materials before beginning your presentation.

Facilitator Background Information: The purpose of this unit is to provide participants with an understanding of current demographics, the immigrant experience, and the importance of supporting a diverse workforce. Facilitators should use their personal experiences whenever possible as examples to illustrate points.

In response to changing demographics and difficulties in recruiting and retaining qualified direct support professionals (DSPs), many human service agencies are expanding their hiring and recruiting practices into new pools of potential workers, to fill the important role of providing community supports to persons with developmental disabilities.

In Minnesota, immigrant groups are increasing in number and are providing a rich source of potential DSPs. These immigrant groups include people from Russia, Bosnia, Columbia, African countries (e.g., Somalia, Nigeria, Liberia), Laos and others. Accurate counts of immigrants in Minnesota are difficult to obtain, but state demographers believe that the foreign-born population of Minnesota increased by more than 50% in the 1990s. In the year 2000 there are roughly 125,000 immigrants in Minnesota.

Meanwhile, the traditional pool of DSPs, young European-American women, is shrinking. The U.S. Bureau of the Census (1999) predicts that between 2000 and 2005 the number of people between ages 18 and 44 will decline another 1.3% before the "echo boom" generation matures to adulthood. At this point there will be a new increase in the number of young adults in the workforce. Although there will be an increase in the number of people between the ages of 18 and 44, this group will be more diverse than in the past. For example, the St. Paul school district reports that 65% of its students are not "Caucasian" and that over 80 languages and dialects are spoken in their schools. Such diversity is also occurring in greater Minnesota. The Rochester schools reports that 20% if its student body is non-European-American, and that its student population speaks as many as 56 different languages. The city of Worthington estimates that 25-50% of its population is non-European-American. The U.S. Census Bureau estimates that over the next two decades the non-European population in Minnesota will grow from 9% to 15%. So, even though there will be a greater number of younger workers available, this group will be more diverse than ever before.

In response to these changing demographics, community service agencies are increasingly turning to the pool of immigrant workers as a source of direct support professionals. In a recent survey, provider agencies of community services to people with developmental disabilities in Minnesota reported that 20% of all sites had DSPs for whom English was not a primary language, and 19% of agencies reported that they employed DSPs who were immigrants. The range of immigrant workers varied greatly dependent on geographic region. Fewer than 20% of rural sites reported employing immigrant workers, while 39% of Twin Cities Metropolitan Area sites had immigrant workers (Hewitt, Larson & Lakin, 2000).

Hiring, training, and supporting immigrant workers can provide new challenges to the frontline supervisor. The Institute on Community Integration at the University of Minnesota conducted focus groups of direct support professionals and frontline supervisors who provide community services to persons with developmental disabilities. Information gathered from these focus groups will be discussed throughout this module. The supervisor focus groups identified some of the following differences and challenges that they face as they employ, train and supervise immigrant workers:

- differing communication styles,
- gender role differences,
- different experiences with and understanding of disabilities and disability service provision,
- differing cultural norms around work roles and expectations,
- difference in understanding regarding homemaking and other aspects of support.

It is important to note that although these differences were identified by supervisors as being difficult for them to handle, they were, over time and with the right support, able to effectively supervise, support, and capitalize on the unique contributions of immigrant workers.

At the same time, hiring immigrant workers can also bring a number of benefits to the organization. By expanding and effectively supporting this pool of potential DSPs, agencies can reap the rewards of a diversified workplace, such as:

- attracting and retaining talented people
- reducing the costs associated with recruitment and turnover
- meeting the needs of diverse consumers
- creative problem-solving and flexibility that come from different perspectives
- providing a work environment that is welcoming to all workers

Before beginning this training the facilitator is encouraged to gather information on demographics in their region, and understand the challenges and successes of the organizations that are participating in this training with respect to employing immigrant workers.

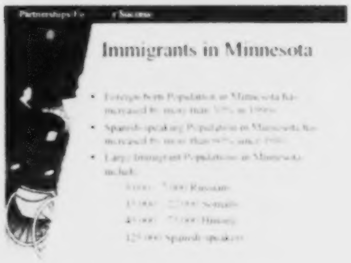
A1-1: Why is it important for Frontline Supervisors to be Skilled in Supervising Immigrant Workers?

This section provides Frontline Supervisors with background knowledge on the changing demographics of Minnesota, problems related to recruitment and retention industry-wide, and the benefits and challenges of employing immigrant workers. Facilitators should use their personal experiences whenever possible as examples to illustrate points.

Time: 45 minutes - 1 hour

Facilitator Instructions

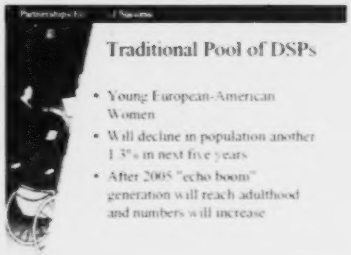
1. Show the **Immigrants in Minnesota** overhead. (Learner Guide, p. A5)



Immigrants in Minnesota

Explain that a number of immigrant groups have recently immigrated to Minnesota including people from Russia, Bosnia, Columbia, African countries (e.g., Somalia, Nigeria, Liberia), Laos and other countries. Tell participants that accurate counts of immigrants in Minnesota are difficult to obtain, but state demographers believe that the foreign-born population of Minnesota increased by more than 50% during the 1990s. Some recent estimates of population sizes are between 5,000 and 7,000 for Russian immigrants, 45,000-75,000 for Hmong immigrants, and 15,000-22,000 for Somalian immigrants. The Spanish-speaking population of Minnesota is estimated to have grown 61.3% to about 125,000 people during the 1980s and 1990s (Mn. Department of Health, 2000). (5 minutes)

2. Show **Traditional Pool of DSPs** overhead (Learner Guide, p. A5)



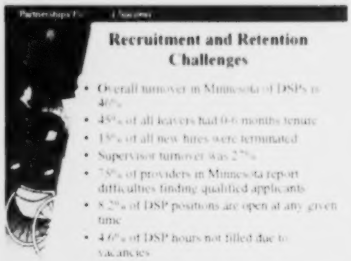
Traditional Pool of DSPs

- Young European-American Women
- Will decline in population another 1.3% in next five years
- After 2005 "echo boom" generation will reach adulthood and numbers will increase

Explain to participants that the traditional pool of DSPs, young European-American women, is shrinking. The U.S. Bureau of the Census (1999) predicts that between 2000 and 2005 the number of people between ages 18 and 44 will decline another 1.3%

before the "echo boom" generation matures to adulthood, again increasing the number of young adults in the workforce. Although, there will be an increase in the number of people between the ages of 18 and 44, after 2005 this group will be more diverse than in the past. For example, the St. Paul school district reports that 65% of its students are not "Caucasian" and that over 80 languages and dialects are spoken in their schools. Such diversity is also occurring in greater Minnesota. The Rochester schools reports that 20% if its student body is non-European-American and 56 languages are spoken by members of its student body. The city of Worthington, MN estimates that 25-50% of its population is non-European-American. The U.S. Census Bureau estimates that over the next two decades the non-European population in Minnesota will grow from 9% to 15% (MN Dept. of Health; Pioneer Press; St. Paul Public Schools Student Statistics Office; Rochester Public Schools). (5 minutes)

3. Show **Recruitment and Retention Challenges** overhead. (Learner Guide, p. A6)



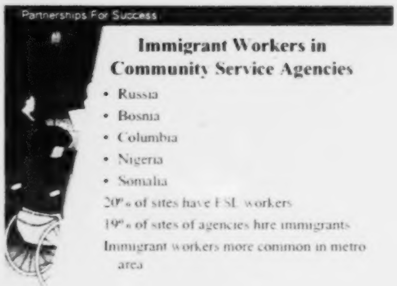
Partnerships For Success

Recruitment and Retention Challenges

- Overall turnover in Minnesota of DSPs is 46%
- 45% of all leavers had 0-6 months tenure
- 15% of all new hires were terminated
- Supervisor turnover was 27%
- 75% of providers in Minnesota report difficulties finding qualified applicants
- 8.2% of DSP positions are open at any given time
- 4.6% of DSP hours not filled due to vacancies

Tell participants that the changing demographics, coupled with turnover rates which can exceed 50%, have led employers to actively recruit DSPs from the increasing number of immigrants to Minnesota. Studies show that 15% of all new hires are terminated. Of staff that leave their job, 45% leave in the first 6 months. Other problems identified by service providers in Minnesota include; supervisor turnover of 27%; 75% of agencies reported difficulties finding qualified applicants; 8.2% of DSP positions are vacant; and 4.6% of DSP hours are unfilled because of these vacancies (Larson, Lakin & Bruininks, 1998; Hewitt, Larson & Lakin, 2000; Larson, Hewitt & Anderson, 1999). (5 minutes)

4. Ask the participants from which countries do the immigrants their agency hires come? Show **Immigrants Workers in Community Service Agencies** overhead. (Learner Guide, p. A6)



Partnerships For Success

Immigrant Workers in Community Service Agencies

- Russia
- Bosnia
- Columbia
- Nigeria
- Somalia

20% of sites have ESL workers

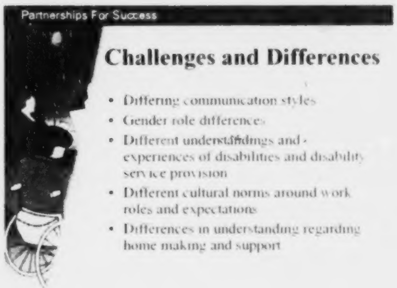
19% of sites of agencies hire immigrants

Immigrant workers more common in metro area

Tell participants that provider agencies of community services to people with developmental disabilities in Minnesota report that 20% of all sites had DSPs for whom English is not a primary language, and 19% of agencies reported that they employed DSPs who were immigrants. Urban and metropolitan sites were much more likely to hire immigrant workers than were rural sites (Hewitt, Larson, & Lakin, 2000). (5 minutes)

5. Facilitate discussion on challenges they have experienced in diverse workshops using the following prompt. *What are some of the challenges or differences you have encountered when supervising immigrant workers?* (5 minutes)

6. After participants have given a number of answers, show **Challenges and Differences** overhead. (Learner Guide, p. A6)


Partnerships For Success

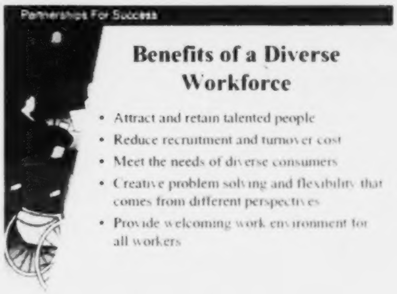
Challenges and Differences

- Differing communication styles
- Gender role differences
- Different understandings and experiences of disabilities and disability service provision
- Different cultural norms around work roles and expectations
- Differences in understanding regarding home making and support

Focus groups of supervisors, co-workers of immigrant workers and immigrant workers themselves identified these as differences and challenges that they face supervising a diverse workforce. Of this list highlight the challenges and differences that participants did not bring up and acknowledge the ones they did. Remember to tell participants that, over time and with the right support, they will be able to more effectively supervise, support, and capitalize on the unique contributions of immigrant workers. (5 minutes.)

7. Facilitate discussion on benefits of diversity using the following prompt. *What benefits have you found from hiring immigrant workers?* (5 minutes)

8. Show **Benefits of a Diverse Workforce** overhead. (Learner Guide, p. A6)


Partnerships For Success

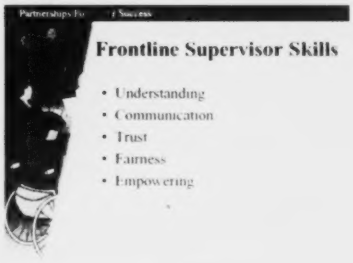
Benefits of a Diverse Workforce

- Attract and retain talented people
- Reduce recruitment and turnover cost
- Meet the needs of diverse consumers
- Creative problem solving and flexibility that comes from different perspectives
- Provide welcoming work environment for all workers

Point out those that they did not already bring up and acknowledge the ones they did. Tell the participants that hiring immigrant workers can bring a number of benefits to the organization. By expanding and effectively supporting this pool of potential DSPs, agencies can reap many rewards of a diversified workplace. These benefits include attracting and retaining talented people (e.g., many immigrant workers held professional positions in their native countries, but are unable to practice that profession in the U.S.; therefore, immigrant workers can add to your potential pool of applicants who have a high level of skills and education), lower costs (e.g., when the pool of potential employees is expanded, it makes it easier to fill open positions, decreasing the amount of overtime and other expenses related to unfilled positions), ability to meet the needs of diverse consumers (e.g., more staff may know how to provide hair care for people with different hair textures and styles or may understand different religious practices) and ability to creatively solve problems from different perspectives (e.g., all of us have experienced a time when a workable solution to a problem seemed illusive until somebody with a new or fresh perspective joined in the discussion, providing insight which ultimately solved the problem. Having DSPs from different backgrounds can provide this fresh perspective.). (5 minutes)

9. Ask the participants what skills or attributes they think most contribute to successfully supervising immigrant workers. Record their ideas on flip chart and place it in a prominent place to refer to later in the training, as applicable. (5 minutes)

10. After participants have given a number of answers, show **Frontline Supervisor Skills** overhead. (Learner Guide, p. A7)



Partnerships Fo r Success

Frontline Supervisor Skills

- Understanding
- Communication
- Trust
- Fairness
- Empowering

Discuss each point; incorporate the definitions given in the following text and any comments made by the participants which fit into each point. These were identified through focus groups of immigrant worker focus groups. These are skills or characteristics that immigrant workers felt were sometimes lacking in their supervisors and which, when present, helped them be successful. (10 minutes)

Understanding

1) recognizing that there are cultural influences on people's behavior and that people may come from very different points of view
2) recognizing that we are all a "culture of one" and influenced by a number of factors including our age, gender, experiences, culture, etc., so do not stereotype
3) being open to learning
4) being sensitive to cultural differences

Communication

1) listening to learn and to gain understanding
2) providing information and expectations in clear and concise terms
3) avoiding excessive jargon and slang
4) providing information in writing as well as verbally, and when possible using pictures, video or demonstration
5) checking for understanding by asking for competence demonstration or other informal assessment methods

Trust

1) giving immigrant workers the same level of responsibilities as other DSPs
2) seeking the input of immigrant workers
3) providing training opportunities that meet the needs of all employees

Fairness

1) giving all employees the same opportunities for mistakes
2) expecting the same level of performance from all employees

Empowering

1) providing all employees the opportunity for input into household management practices, consumer programs and training
2) providing opportunities for all employees to take risks and try new tasks

A1-1 Summary: Due to increasing immigrant populations, a shrinking pool of European-American women, and significant recruitment and retention challenges, community service agencies in Minnesota are increasingly turning to the pool of immigrant workers to fill open DSP positions. Supervising immigrant workers may be challenging for some supervisors due to a number of cultural and communication differences, but by implementing good supervisory practices with an understanding of cultural competence and cross-cultural communication, Frontline Supervisors can reap the benefits of a diverse workforce.

A1-2: Understanding Immigration

Facilitator Background Information: The United States has a unique array of cultures drawing from the centuries of immigration to this country, as well as from American Indians. All of these people with their various cultural backgrounds have helped shape American culture as it is today. Many people are bi-cultural, meaning that they are comfortable functioning in the mainstream culture of the United States, as well as in another cultural community (e.g., Japanese-American, Mexican-American). More recent immigrants to the United States are learning about the dominant culture, while trying to maintain cultural beliefs and practices of their homeland. Recent immigrants may also be joining communities of people who previously immigrated, meaning that members of the immigrant community are in varying places along the path to understanding the dominant culture in the United States.

People immigrate to new countries for a wide variety of reasons: to join family, for economic opportunity, or to escape persecution. The perception of many native-born Americans is that the flow of immigrants has grown significantly, and that immigrants "use up" resources. These ideas and many others surrounding immigrants to this country are simply myths. The following worksheet is used to assess participants' knowledge on immigration in the United States.

The purpose of this worksheet is to give participants an understanding of the realities or truth about immigration in the United States.

Time: 20 minutes

Facilitator Instructions

1. Ask participants to turn to the **Power of Diversity Quiz** on page A9 in the Learner Guide.

2. Assure the participants that this is not a test to be graded as part of the course, but is simply an exercise to learn more about their understanding of immigration and to generate discussion.

3. Ask participants to complete the "**Power of Diversity Quiz**" worksheet. (10 minutes)

4. Begin discussion of the questions on the quiz. Read the question aloud, and ask for volunteers to share responses with the group. Provide the correct response for each of the questions, using the **Power of Diversity Quiz - Answer Key** provided. (10 minutes)

5. Use participant responses as a stepping-stone for discussing some of the issues related toward bias and immigration in general. Ask the participants if there was any information from the quiz that surprised them. (5 minutes)

Optional: As a way to generate discussion about the realities of immigration and general public perception about immigration, ask the participants if they think the portrayal of the realities of immigration matches that in the media.

A1-2 Summary: Immigrants leave their countries for a variety of reasons, but most frequently to join family members. The United States receives a small proportion of the worldwide immigrant population. Contrary to most people's perceptions, immigrants contribute far more than they receive.

REFUGEE AND IMMIGRANT PROGRAM*
"Power of Diversity" Quiz

Please answer the following questions to the best of your ability:

1. According to 2000 census data, this population has risen in the United States by 74.3% in the last ten years.
    a. Hispanic
    b. Asian
    c. African

2. The number one reason that immigrants come to the United States is:
    a. job opportunity
    b. family reunification
    c. quality of life

3. Immigrants pay more in taxes than they receive in benefits:
    a. True
    b. False

4. What is the difference between an immigrant and a refugee?

5. Refugees get to choose what country they go to when they have to flee their homeland:
    a. True
    b. False

6. Refugees receive cultural training on life in the United States before arriving.
    a. True
    b. False

7. The fastest growing segment of the U.S. immigrant population is:
    a. Canadians
    b. Mexican-Americans
    c. Southeast Asians

8. The percentage of immigrant households in Minnesota where one or more adult is working is:
    a. 55%
    b. 43%
    c. 70%

9. Minnesota ranks _____ in the country for number of immigrants:
    a. 5th
    b. 20th
    c. 12th

10. Minnesota's immigrant population has dropped dramatically, from 28.9% in 1900 to less than 10% in 2000.
    a. True
    b. False

11. The majority of recently arrived immigrants want to live in the United States and not move back home.
    a. True
    b. False

12. The percentage of immigrants that have visited their child's school and attend involvement activities is:
    a. 92%
    b. 76%
    c. 38%

13. Immigrants in Minnesota report the largest stress in living here to be:
    a. Jobs (finding, keeping)
    b. Separation from family/friends
    c. Language barrier

14. Minnesota is home to the largest group of immigrants in the United States from:
    a. Mexico
    b. Canada
    c. Somalia

Answer Key

REFUGEE AND IMMIGRANT PROGRAM*

"Power of Diversity"

1. a. Hispanic (remember, Hispanic is considered a race, not an ethnicity)

2. b. Family Reunification; the majority of immigrants come here to be with their children, parents, or other relatives.

3. a. Because of strict restrictions on immigrants receiving benefits, they pay into the system, but may not reap the rewards.

4. An immigrant chooses to leave his/her homeland; a refugee is forced to flee due to war or fear of persecution, or general conditions of country of origin.

5. False, people may be able to apply to go to a desired country to be with family, but the decision is made by other governing bodies and based upon availability, etc.

6. False, programs can vary. The majority of the time, refugees are given basic information, and shown pictures of the United States. Often, cultural knowledge is gained from movies or television. As a result, misconceptions can include that everyone is rich, most people have a swimming pool, or that most Americans carry guns.

7. b. Mexican-Americans

8. c. 70% This includes persons with disabilities, older adults, and children.

9. b. 20th

10. a. True (The exact number won't be known until the 2000 Census is fully analyzed. This is based on an estimate of about 6% by the Minnesota Department of Health's Vital Statistics Office.)

11. b. False. The vast majority of immigrants hope to return to their homeland once conditions improve.

12. a. 92%. Despite potential language/cultural barriers, a strong percentage of parents who are immigrants have been to their child's school.

13. c. Language barrier

14. c. Minnesota is home to the largest Somali population in the United States.

Unit A2: Developing Cultural Competence

This unit will take approximately 2 hours and 15 minutes to complete. Please read through all of the material before beginning your presentation.

Facilitator Background Information to Unit: Frontline supervisors need to develop an understanding of cultural competence and how to promote cultural competence in themselves, their staff, and their organization. This unit provides Frontline Supervisors with an understanding of culture, a definition of cultural competence and tools to assess their own cultural competence as well as the cultural competence of their staff and organization. Facilitators should use their personal experiences whenever possible as examples to illustrate points.

Culture has been defined as a "framework which guides and bounds life practices." In other words, culture provides a boundary on what is acceptable behavior in a given society. Culture is a range of views and beliefs, which guide human interaction - a "framework through which actions are filtered or checked as individuals go about daily life" (Lynch & Hanson, 1998). People's beliefs of what is acceptable behavior are created by the framework of cultural practices or references. Because we are taught our cultural references early in life, from the very moment of birth, we tend to become unaware that many of our daily interactions and decisions are made within our particular cultural framework. This lack of awareness for our own cultural practices becomes a problem when we experience a "clash" with someone who has different cultural practices. Many issues that surface which strike us as being "right or wrong" are, in fact, different and valid points of view.

It helps to understand that no culture is completely static or rigid. They are influenced by other cultures; by internal factors such as poverty, prosperity, or war; or by technological advances, just to name a few. Just in the past 100 years American culture has varied tremendously in the concept of appropriate roles for women, from the suffragettes in the 1920s who sought and achieved women's right to vote; to less activism by women as everyone struggled with the difficult economic times of the Great Depression; to women moving into the workplace to support the war efforts during WWII; to the return of more traditional roles for women in the 1950s; to the sexual revolution of the 1960s and women's liberation movement of the 1970s; to the current status and ever-widening roles of women today.

It is also important to understand that there can be a wide variation of individual behavior within a given culture. (Lynch & Hanson, 1998). For example, while the dominant European-American culture is time-conscious and values promptness, there are people within this culture who are not timely, do not wear watches and are not concerned with the strict keeping of time. Other areas in which individual behavior and broader cultural practices may differ include: food, gender roles, religious beliefs, connections to family, or work roles.

It is important for each of us to develop an understanding of our own cultural practices and to become aware of the cultural practices of others so that we can avoid misunderstandings and build more comfortable and effective workplaces for all.

A2-1: What is your culture?

Facilitator Background Information: The purpose of this activity is to have the participants define culture and to explore their own cultural heritage. A number of variables shape a person's cultural background. For example, religion, growing up in a rural or urban setting, sexual orientation, ethnicity, and gender all shape the range of beliefs and practices that guide our day-to-day interactions. Facilitators should use their personal experiences whenever possible as examples to illustrate points.

Facilitator note: It is important to remember that discussing culture, cultural identification and the later topics related to cultural competence are very personal, can elicit emotional response and may even be difficult topics for some people to discuss. The concept of cultural competence in and of itself can be a controversial topic, and should be handled sensitively and respectfully. Avoid characterizations of good and bad cultural practices; we have **different** cultural practices.

The underlying principles of this curriculum are that in order to work together and to be an effective team, people need to understand that people come from different perspectives and those perspectives need to be acknowledged and understood. Respect for other people is a key to being culturally competent. One doesn't have to believe what another believes or practice what another practices, but one does need to respect, acknowledge and seek to understand those practices and beliefs. Employers need to give prospective employees of ALL backgrounds a clear picture of essential job duties and organizational values before a hiring decision is made. This gives the applicant a chance to discover if the organization's values and practices fit with the applicant's values and practices. There may be areas where there is not a good match, the applicant can decide not to pursue the job, or the employer can find another position for the applicant. Differences should not be used as automatic screens against hiring certain groups of people (which in fact would violate employment laws), but differences should be discussed in a way which allows employers to find an employee who can perform essential job functions and in a way which allows the applicant to find a position in which s/he can excel.

Remind participants that in order to create an environment conducive to learning about diversity certain ground rules should apply:

- Personal information shared by participants in the following exercises will not leave this room.
- Each person can participate as s/he feels comfortable.
- There is no right or wrong answer.
- Be respectful and listen to others' responses.
- In order to facilitate the learning process, it is important that all participants agree to these rules and contribute to maintaining a safe environment.

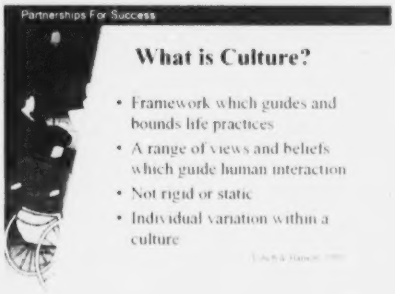
Time: 40-50 minutes

Facilitator Instructions

1. Explain that the purpose of this discussion is to understand what culture means, and how culture determines actions, beliefs, and communication.

2. Ask participants if they have taken any diversity training or are familiar with any diversity exercises. (Note: This is to get an understanding of different levels of experience of individuals.) (5 minutes)

3. Show the **What is Culture** overhead. (Learner Guide, p. A13)



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What is Culture?

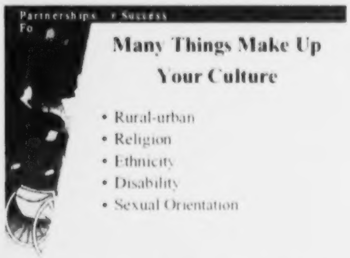
- Framework which guides and bounds life practices
- A range of views and beliefs which guide human interaction
- Not rigid or static
- Individual variation within a culture

   Stress that there is individual variation within cultures and that cultures are always changing. For example, American culture changes as people from other cultures immigrate to this country. One can observe this easily by the food we eat as a part of our daily diet. Mexican food has moved from being an "exotic" cuisine to one that has been adapted to American palates to the point of being fast food. Salsa now outsells ketchup in supermarkets. Stir fry is another example of a food from another culture that has become commonplace. (5 minutes)

Tell participants that culture is a changeable framework which guides or shapes the day-to-day interactions between people. Emphasize that, as participants have just explored and discussed, culture does not remain the same over time and there are a wide range of individual variations within a given culture. Therefore it is important to recognize that culture strongly influences behaviors and actions, but it does not define the individual. Understanding the individual within a culture it just as important as understanding some of the guiding beliefs of different cultures. (5 minutes)

4. Ask participants to think about the components that make up their culture. These may include religion, economic class, sexual orientation, etc. Ask people to each share one thing they identified as a component of their culture. List people's responses on a flip chart. Point out the wide variety of cultural identifications in the group, especially if the group seems fairly homogenous (i.e., mainly European-American). (10 minutes)

5. Show **Many Things Make Up Your Culture** overhead. (Learner Guide, p. A13)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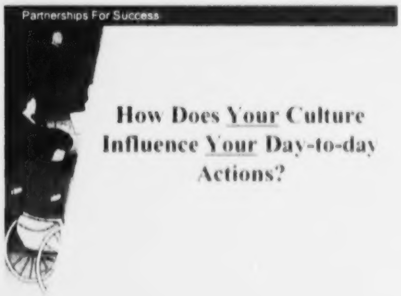
Many Things Make Up Your Culture

- Rural-urban
- Religion
- Ethnicity
- Disability
- Sexual Orientation

Discuss with participants the many individual experiences that make up one's culture. Growing up on a farm or in the city, religion, ethnicity and gender all define our cultural heritage. Encourage participants to think beyond those definitions and include disability status and sexual orientation as components of an individual's cultural heritage. (5 minutes)

6. Show **How Does Your Culture Influence Your Day-to-Day Actions?** overhead. (Learner Guide, p. A13)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How Does Your Culture Influence Your Day-to-day Actions?

Ask participants in the large group to name some ways their culture guides their day-to-day actions. Participant responses may include type of foods eaten, amount of contact with families, time orientation, gender roles, views about children and child-rearing practices, views on disability, and communication styles. Facilitate discussion using the following prompts: *How does time/gender* *roles/ family vary across cultures? What are some examples? How does this concept look within your culture? Has it changed over time?* Emphasize again the diversity among the group as well as the ways that people are the same. *How does this sameness/difference affect interactions within the group? With those that show more differences?* (10 minutes)

7. Ask participants to think of ways these day-to-day actions may come into conflict in the workplace. *Have you been involved in misunderstandings that may be due to cultural differences? Have you been able to successfully handle these conflicts?* The following sections will promote understanding of cultural diversity and help supervisors to develop skills to work more effectively in diverse environments. (10 minutes)

A2-1 Summary: A person's culture is defined by a number of experiences that shape the framework that guides their daily life. A person's cultural heritage is influenced by geography, religion, gender, and ethnicity, to name a few. Even people who seem "the same" may have different cultural influences on their behavior. Culture is not static but always changing, and within cultures there is a wide range of human behavior.

A2-2 Cultural Competence:

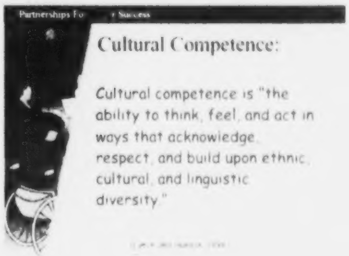
Facilitator Background Information: Developing cross-cultural competence can be viewed as a continuum of attitudes and beliefs through which a person progresses. (Continuum adapted with permission from The Center for Cross-Cultural Health, University of Minnesota.) People typically go through a variety of stages as they learn about new cultures. Very few of us embrace all cultural differences readily and with complete understanding. But through increased awareness and information about different cultures, you may be able to begin the process of developing cultural competence and embracing diversity. The process of learning about another culture, integrating this information, and then displaying competence through your beliefs, actions, and communications is an ongoing process. You will never know and have complete understanding of all cultures, but you can develop the skills to be aware of cultural influences and continue learning and developing deeper understanding over time.

The purpose of this activity is to provide participants with an understanding of cultural competence. The movement toward cultural competence is presented as a continuum through which people move toward a greater understanding of other cultures. Facilitators should use their personal experiences whenever possible as examples to illustrate points.

Time: 40 minutes

Facilitator Instructions

1. Show **Culture Competence** overhead. (Learner Guide, p. A14) Present definition of cultural competence that will be used in this curriculum. Explain that there are many definitions of cultural competence in the literature. The variations are more sophisticated than we will go into in this introductory class. (3 minutes)



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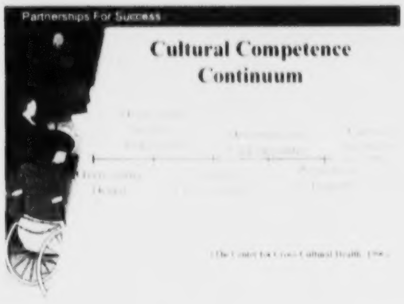
Cultural Competence:

Cultural competence is "the ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, cultural, and linguistic diversity."

2. Show **Cultural Competence Continuum** overhead. (Learner Guide, p. A14) Refer the participants to the **Cultural Competence Continuum Descriptions** (Learner Guide, p. A14) for a description of each point on the continuum. Then, discuss what each point on the continuum means.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Cultural Competence Continuum

3. Ask participants to work in their same small group as in the previous activity. Refer participants to **Cultural Competence Continuum Worksheet**. (Learner Guide, p. A16)

   Ask participants to complete the worksheet, matching the scenarios with the correct point on the continuum. (15 minutes)

4. Ask participants to return to the large group. Refer to the **Answer Key to Cultural Competence Continuum Worksheet** to help guide your discussion. Read the first point on the continuum and ask for volunteers to share which scenario they thought fit this point. Repeat this for each point on the continuum. If participants have different responses, facilitate discussion around the responses. Remember, participants may have other perspectives and may be able to explain how it fits elsewhere. (15 minutes)

5. Ask participants where they think they fall on the continuum. *Have they changed in the past five years?*

6. Ask the participants to think of three steps they can take to move along the continuum. Participants should record these ideas on "**Cultural Competence Action Steps.**" (Learner Guide, p. A18) Ask for volunteers to offer one of the three steps they will take to increase their cultural competence. (10 minutes)

A2-2 Summary: None of us can fully understand all of the cultural beliefs and practices of another's culture, nor can we know about every culture. We can, however, learn as much as possible about the cultures of those with whom we interact. We can also maintain an open mind to continue learning and moving forward on the cultural competence continuum so that we develop a deeper understanding of the influence culture plays in the day-to-day lives of people. Finally, we can respect and listen to people from other cultures when they share their stories, beliefs, and opinions, and seek to value our differing perspectives.

Cultural Competence Continuum

Descriptions of Points on the Continuum

1. Overcoming denial that class and cultural differences exist

2. Overcoming negative stereotypes and ideas of superiority of one culture over another

3. Avoiding the idea of "colorblindness" and recognizing that culture does influence people's behavior

4. Demonstrating understanding where cultural differences are acknowledged and respected, but having no real appreciation for what this implies for the supervision of staff

5. Progression to empathy, where a true understanding of other's world views and values occurs, but without full ethical decision making and counseling ability

6. Cultural integration, in which one understands that there are numerous world views, and that within cultures individuals have individual norms

Cultural Competence Continuum Worksheet

Read the following scenarios and identify where each one falls on the continuum.

Scenario 1: Janie was interviewing people to fill a direct support position. After one interviewee left the agency, a staff person remarked to Janie, "You should hire that person; Asians are always hard workers and really smart."

Point on Continuum: ____

____

Scenario 2: Aisha sat down with her supervisor Julie and explained that in her culture intervening in areas that were the dominion of God were prohibited. This meant the Aisha would not be able to perform CPR on a consumer, nor would she want such procedures performed on her. Julie recognized the depth of Aisha's convictions in this area, and could see that asking Aisha to learn CPR and to possibly be asked to perform such a procedure was causing Aisha great distress. Julie also knew that she was required to have one CPR-certified staff member on duty at all times. Julie was at a loss as how to handle this situation.

Point on Continuum: ____

____

Scenario 3: Beth supervises a multi-cultural staff. In an attempt to be respectful of all of her staff members' beliefs, she has decided that the best practice is to treat all staff members the same. Beth believes that if she does this it will minimize any potential conflicts between staff. However, Beth is sensing increasing tension amongst the staff over assigned job duties. Beth asks one staff member about the perceived conflict. The staff person responds that in her culture it is prohibited for men and women to interact closely, and she is very uncomfortable with being assigned the task of assisting male residents with their personal hygiene.

Point on Continuum: ____

____

Scenario 4: Every year the agency for which Joseph works has a Christmas party. Joseph has expressed his concern to his supervisor and to others in the administration about the party, because Joseph knows that there are consumers and other staff members at the agency who do not celebrate Christmas. The administration has told Joseph that he is being overly sensitive, and that their celebration is not religious, since it features Santa Claus. The agency did change the name from the annual Christmas party to the annual "holiday" party, but little else about the celebration changed.

Point on Continuum:____

____

Scenario 5: Hadi told his supervisor Jim that this month was Ramadan and that he would be fasting during the daylight hours for the entire month. Jim found this to be interesting and asked Hadi more about his religious beliefs. The next day when Jim was assigning job duties he assigned Hadi the task of assisting consumers prepare all of the meals for the day.

Point on Continuum:____

____

Scenario 6: Kayla is working with a new consumer and her family. Knowing that one shouldn't make assumptions about people's beliefs based on their cultural identification, Kayla asks the family about their heritage and learns that the family immigrated to the United States many generations ago. She learns that while they are proud of their heritage, and celebrate some of the holidays important to their culture, they speak only English at home and have adopted many of the dominant cultural practices regarding gender and family roles.

Point on Continuum:____

____

Answer Key to Cultural Competence Continuum Worksheet

Scenario 1: Janie was interviewing people to fill a direct support position. After one interviewee left the agency, a staff person remarked to Janie, "You should hire that person; Asians are always hard workers and really smart."

Point on Continuum: Overcoming negative stereotypes and ideas of superiority of one cultural group over another.

Scenario 2: Aisha sat down with her supervisor Julie and explained that in her culture intervening in areas that were the dominion of God were prohibited. This meant the Aisha would not be able to perform CPR on a consumer, nor would she want such procedures performed on her. Julie recognized the depth of Aisha's convictions in this area, and could see that asking Aisha to learn CPR and possibly to be asked to perform such a procedure was causing Aisha great distress. Julie also knew that she was required to have one CPR-certified staff member on duty at all times. Julie was at a loss as to how to handle this situation.

Point on Continuum: Progression to empathy, where a true understanding of other's worldviews and values occurs, but without full ethical decision-making and counseling ability.

Scenario 3: Beth supervises a multi-cultural staff. In an attempt to be respectful of all of her staff members' beliefs, she has decided that the best practice is to treat all staff members the same. Beth believes that if she does this it will minimize any potential conflicts between staff. However, Beth is sensing increasing tension amongst the staff over assigned job duties. Beth asks one staff member about the perceived conflict. The staff person responds that in her culture it is prohibited for men and women to interact closely, and she is very uncomfortable with being assigned the task of assisting male residents with their personal hygiene.

Point on Continuum: Avoiding the idea of "color blindness" and recognizing that culture does influence people's behavior.

Scenario 4: Every year the agency for which Joseph works has a Christmas party. Joseph has expressed his concern to his supervisor and to others in the administration about the party, because Joseph knows that there are consumers and other staff members at the agency who do not celebrate Christmas. The administration has told Joseph that he is being overly sensitive, and that their celebration is not religious, since it features Santa Claus. The agency did change the name from the annual Christmas party to the annual "holiday" party, but little else about the celebration changed.

Point on Continuum: Overcoming denial that class and cultural differences exist.

Scenario 5: Hadi told his supervisor Jim that this month was Ramadan and that he would be fasting during the daylight hours for the entire month. Jim found this to be interesting and asked Hadi more about his religious beliefs. The next day when Jim was assigning job duties he assigned Hadi the task of assisting consumers prepare all of the meals for the day.

Point on Continuum: Demonstrating respect where cultural differences are acknowledged and understood, but having no real appreciation of what this implies for the supervision of staff.

Scenario 6: Kayla is working with a new consumer and her family. Knowing that one shouldn't make assumptions about people's beliefs based on their cultural identification, Kayla asks the family about their heritage and learns that the family immigrated to the United States many generations ago. She learns that while they are proud of their heritage, and celebrate some of the holidays important to their culture, they speak only English at home and have adopted many of the dominant cultural practices regarding gender and family roles.

Point on Continuum: Cultural integration, in which one understands that there are numerous worldviews, and that within cultures individuals have individual norms.

Cultural Competence Action Steps Worksheet

Identify three action steps you can take to increase your cultural competence:

1. What action will you take?

    1a. What resources might you need?

    1b. What is your time frame?

2. What action will you take?

    2a. What resources might you need?

    2b. What is your time frame?

3. What action will you take?

    3a. What resources might you need?

    3b. What is your time frame?

A2-3: Organizational Cultural Competence

Facilitator Background Information: The purpose of this activity is to help Frontline Supervisors identify sources of organizational bias within their organizations, and to think of ways they can influence their organizations to move towards cultural competence. The participants will also be given a tool for their staff to use to reflect on the cultural competence of the organization from their perspectives. Please read through the material before beginning your presentation. Facilitators should use their personal experiences whenever possible as examples to illustrate points.

Again, this can be a very emotional topic. Use the ideas from the previous section to help the participants work with this difficult topic.

Introduction

Just as individuals fall along a spectrum of cultural competence, so do organizations. A culturally competent organization is one that values diversity at all levels of the organization. A culturally competent organization demonstrates this through policies and practices (e.g., training, hiring, promotions, physical environment, etc.) that support and reflect an organizational commitment to understanding, valuing, and utilizing the full potential of each employee and his or her diverse perspectives.

Many organizations have made great strides in improving their cultural competence during the 1990s, but just as the journey is an on-going one for individuals so is it for organizations. It is still not uncommon for an organization to reflect the cultural beliefs, biases and level of competence of the owners or management. All members of an organization share responsibility in creating and maintaining an environment that welcomes individuals from different cultures and facilitates their successful contribution to the organization.

Frontline Supervisors can be very instrumental in helping organizations move along the continuum, of cultural competence. By observing and communicating how the organizations spoken and unspoken policies and procedures are working for all staff, listening to the staff and gathering their suggestions and ideas for helping improve the organizational climate, and sharing this with other supervisors, managers and administration, the FLS can help the whole organization become more culturally competent.

Time: 45 minutes

Facilitator Instructions

1. Ask the participants to find in the **Assessing Organizational Bias Survey**. (Learner Guide, p. A20)

2. Ask participants to respond to the questions on the survey form. (5 minutes)

3. While participants are filling out the survey forms, prepare 3 flipchart sheets with the following titles: **Does Well, Needs Improvement, How Can I Help?** Once the five minutes have passed ask participants to use their survey forms to help them respond in the group discussion.

4. Ask the group to discuss the following question: *What are some ways your organization does well at promoting a diverse, culturally competent workforce?* List responses on flipchart titled **Does well**. (5 minutes)

5. When there are no more comments summarize the information. *Are there common themes across organizations? Do some organizations stand out?* Ask participants to briefly reflect on these questions. (3 minutes)

6. Ask the group to discuss the next question: *What are the areas in which your organization needs to improve?* List responses on flipchart titled **Needs Improvement**. (5 minutes)

7. When there are no more comments summarize the information. *What are some common themes? Are there some areas that are more difficult for agencies than others?* (3 minutes)

8. Ask the group to discuss the third question: *What are things you can do to improve your organizations' practices and cultural competence?* List responses on flipchart titled **How Can I Help**? (5 minutes)

9. When there are no more comments summarize the information with participants. *What things are easy and can be done right away? What things will require more time and additional "buy-in" from the organization? What do they commit to trying in the next 30 days? What would they like to do in the next 6-12 months?* (5 minutes)

Assessing Organizational Bias Survey

Does your agency:	Yes	No	Don't Know
Welcome and accept all employees regardless of cultural or socio-economic background?	☐	☐	☐
Ensure that all staff members are given equal opportunity to voice their concerns and comments about the workplace, with no repercussion?	☐	☐	☐
Ensure that meetings are not dominated by one particular point of view?	☐	☐	☐
Respond to concerns and comments about the work environment in a respectful and timely manner?	☐	☐	☐
Openly disapprove of any ethnic, racial, religious, sexual or other demeaning slur or joke in the workplace?	☐	☐	☐
Encourage and respect relationships between people of diverse backgrounds in meetings and/or in the every-day work environment?	☐	☐	☐
Allow variety in dress and grooming?	☐	☐	☐
Recognize and respect different religious and ethnic holidays in terms of release time for employees, program planning, and food for staff events?	☐	☐	☐
Demonstrate flexibility with and support to staff who have limited English language skills?	☐	☐	☐
Provide release time, funding and/or encouragement for staff at all levels to attend formal education classes that are job-related?	☐	☐	☐

Does your agency:	Yes	No	Don't Know
Offer training on multicultural topics to all staff members?	☐	☐	☐
Seek to diversify its staff, administration, and board by actively recruiting people of diverse cultures, races, abilities, gender, etc.?	☐	☐	☐
Have a written commitment to diversity in its mission statement, bylaws, and staff policies?	☐	☐	☐

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www.io.com/~tam/multicultural/allstaff.html

A2-4: Is Your Workplace Inclusive?

Facilitator Background Information: FLS need to be able to put content related to organizational cultural competence into practice at their workplaces. This curriculum provides a starting point by providing preliminary tools for FLS to use when working within their own organizations.

One tool in your Learner Guide is a survey entitled **Is Your Workplace Inclusive?** FLS can use this survey with the staff they supervise to help staff assess their comfort level in working in a multicultural workplace and to organize and understand their views on how well the agency responds to these issues. The FLS is encouraged to discuss the survey with a program director or administrator prior to having staff fill it out. The FLS is cautioned to seek and use information in a manner that helps employees feel safe in expressing themselves (i.e., respect, confidentiality when asked, clarify how information will be used, etc.) One idea is for the survey to be done anonymously and have each staff person place it in an envelope which is sealed after all of the surveys are enclosed. The supervisor can then review the surveys at a later date without knowing which employee filled out which survey. Also, it is important to remind FLS to provide follow-up and seek ongoing guidance from staff regarding these issues. Again, remember that this topic can bring up sensitive issues, and addressing it needs to be done in a thoughtful manner.

As the facilitator, explain to participants that this survey will be used to gather information that can help determine the steps the organization should take to become more culturally competent. For example, step one is to gather the information (e.g., receive completed surveys), step two is to analyze and organize the responses, and step three is to develop a plan with staff and management in order to move forward on the cultural continuum, based on the responses.

The purpose of this section is to examine the survey, and ensure that supervisors are comfortable using it with the staff in their agency. Facilitators will explore any issues or challenges the FLS anticipate with them. In addition, supervisors can think about different ways of using these surveys and contributing to organizational cultural competence.

Time: 10 minutes

Facilitator Instructions

1. Ask participants to review the survey titled **Is Your Workplace Inclusive?** in the Learner Guide (p. 23). Participants should give an idea of how inclusive the worksite and organization is when completing the survey. (5 minutes)

2. Ask participants to give ideas on how this survey could be used. Write the suggestions on a flipchart. (5 minutes)

3. Ask participants to discuss issues or concerns they have about using the survey. Challenge the group to suggest possible solutions to these concerns (possible concerns may include: "Opening up a topic that will be difficult for staff," "Not knowing how to handle problems that are brought up," "Not knowing how to make this a safe activity for staff," etc.)

4. Ask participants to identify how they might go about using this tool within their organizations. For example, will they talk to a manager first, will they use it in a staff meeting, etc.

5. Ask the participants to reflect on the following information and experiences related to organizational cultural competence:
   - The results of the **Assessing Organizational Bias Survey**
   - The results of the **Is Your Workplace Inclusive?** Survey
   - Discussions related to both surveys

   Using this information, complete the **Organizational Cultural Competence Action Steps Worksheet** (Learner Guide, p. A25) (5-10 minutes)

A2-4 Summary: Organizations move along a continuum of cultural competence just as individuals move along a continuum of cultural competence. FLS can use the tools provided to assess their organization's cultural competence, and to obtain staff input about the level of cultural competence developed by the organization. Supervisors can take this knowledge to develop action plans to help their organization become a workplace that welcomes diversity, and sees the value of its employees' differences.

Is Your Workplace Inclusive?
A Survey for Staff

The following questions provide an opportunity for all staff members to respond to issues of diversity which increasingly affect many human service agencies. Rate the following:

	Never	Rarely	Uncertain	Sometimes	Always
1. Are you comfortable working with people of different cultures?	☐	☐	☐	☐	☐
2. Are you comfortable working with people who have views and opinions different from your own?	☐	☐	☐	☐	☐
3. Do you think multicultural teams can be stimulating and productive?	☐	☐	☐	☐	☐
4. Does your agency have a staff of diverse cultural backgrounds?	☐	☐	☐	☐	☐
5. Do agency staff respect points of view different from their own?	☐	☐	☐	☐	☐
6. Are staff encouraged to work together creatively in multicultural teams?	☐	☐	☐	☐	☐
7. Do you think that people should not bring their differences to the workplace?	☐	☐	☐	☐	☐
8. Do double standards exist in your workplace in regards to staff policies?	☐	☐	☐	☐	☐
9. Does the administration demonstrate a commitment to building a diverse staff?	☐	☐	☐	☐	☐
10. Do you ever hear slurs, demeaning comments or jokes that relate to ethnicity, gender, age, sexual orientation, religious tradition, physical disability or other defined areas of social discrimination?	☐	☐	☐	☐	☐

	Never	Rarely	Uncertain	Sometimes	Always
11. Do you think some cultural groups or genders are more suited to certain positions?	☐	☐	☐	☐	☐
12. Are all staff treated with the same respect by supervisors?	☐	☐	☐	☐	☐
13. Do all staff members have a venue for having their comments and concerns heard without fear of reprisals?	☐	☐	☐	☐	☐
14. Are women and people of color represented at higher levels in this organization?	☐	☐	☐	☐	☐
15. Are any individual staff members excluded because of their beliefs or differences?	☐	☐	☐	☐	☐
16. Does agency policy respect staff members' individual needs, preferences, and orientation?	☐	☐	☐	☐	☐
17. Does the agency show flexibility toward allowing time off for staff who observe certain religious or ethnic holidays?	☐	☐	☐	☐	☐
18. Are all staff members made to feel invited at staff activities if they choose to participate?	☐	☐	☐	☐	☐
19. Are you reluctant to voice opinions which differ from those of staff of different backgrounds?	☐	☐	☐	☐	☐
20. Do you feel comfortable resolving conflicts with all staff members?	☐	☐	☐	☐	☐
21. Is training needed to help staff better communicate and understand one another?	☐	☐	☐	☐	☐

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C 1

Organizational Cultural Competence Action Steps Worksheet

Identify three action steps you can take in your organization to increase your organization's cultural competence:

1. What action will you take?

    1a. Who will be involved?

    1b. What is your time frame?

2. What action will you take?

    2a. Who will be involved?

    2b. What is your time frame?

3. What action will you take?

    3a. Who will be involved?

    3b. What is your time frame?

Unit A3: Communication and Cross-Cultural Influences

This unit will take approximately 45 minutes to complete. Please read through all the material before beginning your presentation.

Facilitator Background Information: The ability to understand communication styles and differences in communication across cultures is a key skill for frontline supervisors. In this unit cultural factors that influence communication will be discussed. An activity that teaches skills to assess misunderstandings for possible cultural influences will follow.

Introduction

Even when individuals have progressed along the continuum to cultural competence, and organizations actively support a diverse workforce, there are still challenges to supervising a diverse team. The skills of team building, communication and conflict resolution are key to helping staff with a variety of backgrounds effectively work together. There are many additional resources not included in this curriculum regarding the general principles and practices in team-building, communication, and conflict resolution. This curriculum includes only cursory information on these important issues. It is important that FLS seek out and use other resources in addition to what they are learning in this training regarding team building, communication and conflict resolution. Organizations and frontline supervisors are urged to develop and enhance these skills where they do not currently exist.

This unit focuses on the area of communication and how culture can affect this critical cornerstone to positive interactions. FLS are encouraged to become aware of communication issues and to work proactively with all staff to understand the issues so that conflict can be minimized. Team-building and conflict resolution as they pertain to diversity will be addressed in later units.

When communication breaks down, a number of unfortunate outcomes can happen, usually to the detriment of the immigrant worker. The new immigrant can be perceived as uncooperative, lacking in intelligence, or manipulative; as a result, prejudice and discrimination can build. It is recommended that all workers improve their communication skills: improve their ability to check for understanding, give each other full attention, and admit when they don't understand. Understanding that culture does influence communication can help workers improve their skills in these areas.

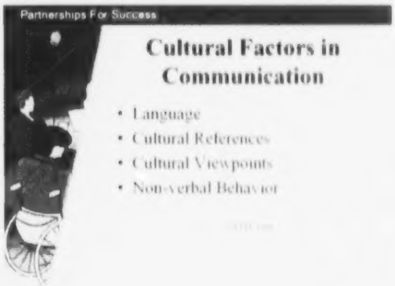
A3-1: Cultural Factors in Communication

Facilitator Background Information: The purpose of this mini-lecture is to present the culturally based influences on communication to FLS. Cross-cultural communication skills are built on the knowledge of how culture influences communication styles. Facilitators should use their personal experiences whenever possible as examples to illustrate points.

Time: 15 minutes

Facilitator Instructions

1. Show **Cultural Factors in Communication** overhead. (Learner Guide, p. A27) Ask participants to provide examples of cultural differences for each aspect of communication. Where necessary, provide additional prompts or examples from the list below. (10 minutes)



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Cultural Factors in Communication

- Language
- Cultural References
- Cultural Viewpoints
- Non-verbal Behavior

Language - Cultural differences can include accents, idioms, slang, and different meanings to words.

Examples: Many immigrants who do speak English may have learned British English and use different words (e.g., lift for elevator, bonnet for hood) and spellings (e.g., color and colour, favor and favour). Idioms and jokes may be difficult for people of other cultures to understand or have no meaning to them (e.g., The whole nine yards, the whole ball of wax). Other things to consider include that English language learners may need more processing time to understand and respond to language and they may not be aware that they missed a critical piece of information.

Cultural References - Cultural differences may be related to use of technology, shopping, or performing household tasks.

Examples: Immigrant workers may have had differing levels of exposure to email, voicemail, computers, answering machines, washing machines, dishwashers, automobiles, thermometers, specialized equipment (wheelchairs, lifts, etc.) etc. Some may have had none at all. Others may be very knowledgeable. Another example would be that grocery stores might be very overwhelming to some new immigrants. They may have different ideas about how to prepare or store food (e.g. storage of eggs, milk products, etc.). "Typical" cleaning supplies may not be "typical" at all in other cultures.

Cultural viewpoints - Cultural differences may include concepts of social organization, views of authority, and concepts of time.

Examples: Some cultures may view getting right to the point without "small talk" first as rude.

Some cultures may be extremely hierarchical and DSPs from those countries may seek out only the supervisor for direction and information. Time in many cultures is always there - it can't be wasted and spent. In these cultures there isn't a focus on being on time and not wasting time as there is in the dominant U.S. culture.

Non-verbal behavior - Cultural differences may include appearance, body language, touching, gestures, eye contact, and personal space.

Examples: In many cultures direct eye contact is seen as rude. In other cultures touching other people or standing in close proximity when conversing with others is much more acceptable than in the U.S. dominant culture. The amount of "personal space" we afford another can be different and is rooted in culture. An English language learner may respond to others as if they are agreeing to something, when really they are just acknowledging that they are listening. Or, they may not respond at all as they try to fully understand the meaning of what they are being told. (10 minutes)

2. After reviewing the 4 points of communication, ask participants to share some examples in which s/he was uncomfortable or where a misunderstanding occurred with someone and it was likely due to cultural

influences. Ask learners to describe what happened and what they would do differently now. Ask other participants if they have suggestions of things to try in the given situation. (5 minutes)

A3-1 Summary: Not understanding cultural differences in communication can lead to misunderstandings between people of different cultures. Language, cultural references, cultural viewpoints and non-verbal behavior all play an important role in how we communicate with others. FLS need to be able to identify all the ways in which communication can break down as well as strategies that can be used to improve communication between themselves and DSPs as well as among DSPs.

A3-2: Communicating Our Way

*Used with permission from *50 Activities for Diversity Training* by Jonamay Lambert and Selma Myers, HRD Press, 1994.

Facilitator Background Information: The purpose of this activity is to help participants appreciate the fact that their own communication styles, though individual, are also influenced by culture. They will then recognize the difficulty of having to communicate in a setting in which the norms, and sometimes activities and issues, are unfamiliar. Understanding your own communication style is important before you can successfully understand others' communication styles and how yours might influence other people's communication.

Carefully read through the activity prior to facilitating to familiarize yourself with the ideas, concepts, content, and areas that need preparation time.

Time: 45-60 minutes

Facilitator Instructions

1. Explain that the purpose of this activity is to explore how our own personal communication styles may be influenced by our culture. Provide an example from your own experience. Suggest to participants that they may want to use the **Notes Page** (Learner Guide p. A28) at any time to capture their thoughts, feelings, observations, etc.

2. Randomly distribute instructions (A,B,C, or D) to each participant. Instruct participants **NOT** to share their set of rules with anyone.

3. Pair up participants, preferably "A"s with "B"s, and "C"s with "D"s. Other combinations are also fine, other than As with As, etc. (If possible, pair them up with someone they don't know well.)

4. Ask the pairs to spend time finding out two new things about their partner. They should follow the instructions provided on the instruction card regarding how to communicate while gathering this information. (5 minutes)

5. Ask participants to return their attention to the large group. Then ask participants what their first reaction was to this communication experience. Record these responses on a flipchart. Responses may include things such as annoying, ineffective, humorous, etc. (10-15 minutes)

6. Ask one participant from each group (A,B,C,D) to read his/her rules aloud to the group until each set is read. As the rules are read, list the following communication issues on the flipchart, leaving space under each issue (10-15-minutes):

   - Eye contact and showing of emotion
   - Distance and gestures
   - Loudness and interruptions; initiating conversation/ many personal questions
   - Softness/no interruptions; not initiating conversation/no questions

7. Ask participants how they interpreted the behavior of their partners during the exercise. (For example, the person whose partner looked away felt that his/her partner couldn't be trusted, wasn't interested, or perhaps was bored.) Follow up by asking how their partner's behavior affected their ability to communicate. Ask how it felt to communicate in a style different from the one they normally use? How might immigrant workers feel when trying to learn important job skills when it may be difficult to follow unfamiliar communication rules? (10-15 minutes)

A3-2 Summary: It is important to recognize that there is a "mainstream" American communication style and that many different cultures bring with them their own rules and communication styles which could likely be different. The more a person understands differences in communication styles, the better communication can become.

Communicating Our Way Instructions

Group A Instructions:

- Avoid eye-contact when speaking to your partner.
- Do not show any emotion or react to your partner when s/he is speaking.

Group B Instructions:

- Stand about six inches closer to your partner than you normally would.
- Use gestures often when you are speaking.

Group C Instructions:

- Speak louder than you normally would and interrupt your partner fairly frequently.
- Initiate conversation by asking a lot of questions (including personal ones)

Group D Instructions:

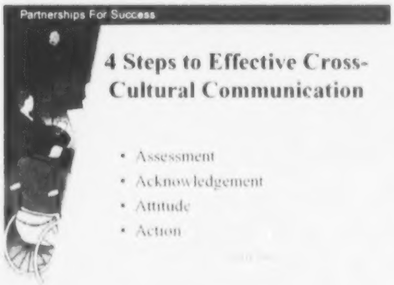
1. Speak softer than you normally would and don't interrupt your partner.
2. Don't initiate conversation or ask questions.

A3-3: Effective Cross-Cultural Communication Practices

Facilitator Background Information: Simply beginning to understand that culture can have a strong effect on communication (or miscommunication!) will, in and of itself, usually help people be more patient, understanding, and thoughtful when interacting with each other. However, it is equally important to develop specific strategies that enhance the ability of workers to identify when culture may be playing a role. They need to learn to acknowledge how their own as well as other's biases may be part of the problems, cultivate a flexible attitude towards those situations, and identify action steps they could take to improve the situation. The purpose of the following exercise is to help participants develop these skills. Facilitators should use their personal experiences whenever possible as examples to illustrate points.

Time: 45 minutes

Facilitator Instructions:



Partnerships For Success

4 Steps to Effective Cross-Cultural Communication

- Assessment
- Acknowledgement
- Attitude
- Action

1. Show **4 Steps to Effective Cross-cultural Communication** overhead. (Learner Guide, p. A29)

   Tell the participants that these are 4 steps that, when used, can improve cross-cultural communication. Tell them the steps will be reviewed and clarified and then they will be asked to apply these methods to the conflict described in their scenarios.

2. Review the following definitions for each step on the overhead.

   Assessment - Identify culturally based communication factors which may be influencing the exchange of information between two people. What are the factors which are influencing an exchange between two people? Are there differences in body language? Proximity to the speaker? Different idioms? Eye contact? Vocabulary or terms that are unfamiliar?

Acknowledgment - The speakers must recognize their cultural biases as well as those of the other person. (Example: A person who once thought that someone who stood very close in exchange was not, in fact, rude, but that cultures have different ideas of what the proximity of two people communicating ought to be.)

Attitude -What adaptations are people willing to make so that everyone is able to communicate with each other? The key is that everybody needs to be flexible; the responsibility of effective communication does not lie with any one individual. This step moves beyond knowledge into being empathetic for the other person's point of view. (Example: The people having communication difficulties both need to be willing to make changes. The person who is uncomfortable with someone standing in close proximity will not solve any communications problems if they are unwilling to adapt to people who communicate in close proximity. Likewise, the other person has to accept that standing close to many people is very uncomfortable for them.)

Action - What actions could the communicator take to create better communications? (Example: Maybe the person who is uncomfortable with close proximity will need to learn to accept someone standing closer when communicating, while the other person will need to remember to step back a bit and leave a wider space between him/herself and the other person.) (10 minutes)

3. Ask the participants to break into small groups of 3-4. From the **Cross-Cultural Communications Scenarios** list, provide each group with a scenario describing an instance of a misunderstanding between people of two different cultures. Each person in the group should have their own copy of the scenario situation.

4. Direct each group to read their scenario and work in their small groups to answer the questions found on the **Effective Communication Scenarios Worksheet**. (20 minutes)

5. Move around the room to assist groups and prompt the groups to move on every 4-5 minutes so all questions are answered.

6. Bring participants back to the large group once all of the questions have been answered. Ask for a volunteer from each group to share the groups' responses to the following questions:
1) What is the conflict presented in your scenario?
2) In what specific ways are all 4 steps important to effective communication?
3) Based on the scenarios, what are different ways of communicating with people of diverse backgrounds that might be effective?

(Possible answers: establishing credibility, gaining trust, being clear and concise, making sure the other person understood what you meant, anticipating reactions, learning about other cultures, giving feedback, being flexible, asking open-ended questions, giving the person time to respond). (10 minutes)

7. Ask participants to note what they learned about cross-cultural communication that was most enlightening to them or that they feel most compelled to practice in their workplace. Participants should record this in the Notes section on page A29 of the Learner Guide. (5 minutes)

8. Ask participants to reflect on this method for cross-cultural communications. *Would this method be effective whenever there is cross-cultural communication or only when there is conflict? Would this method work for communication between people of the same culture?* (3-5 minutes)

A3-3 Summary: When misunderstandings occur, using the four steps of cross-cultural communication should guide you to successfully address the issue. Through this process you will assess the situation, determine what cultural factors may be influencing communication, and adapt both attitudes and actions to facilitate more successful communication.

Cross-Cultural Communication Scenarios

(Note to Facilitator: Prior to the activity, make several copies of this page. Then cut these scenario situations into separate strips and distribute one copy of the same scenario strip to each person in the group.)

Scenario One:

Phoua recently started working at a site where many of the consumers use sign language. Steve, the supervisor, has noticed that Phoua seems really uncomfortable around certain consumers, and decides that Phoua needs to learn sign language in order to communicate better with all of the consumers. Steve signs Phoua up for a sign language class the agency is offering, and subsequently learns that Phoua has not been attending the class.

Scenario Two:

Mary is the supervisor of a small group home for people who require a lot of medical interventions. Mary recently hired a new DSP, Laura, who seemed excited about the job and about learning the skills needed to care for the high needs of the people living in the house. Mary is becoming increasingly concerned about Laura's willingness to learn the tasks required to perform the job. Mary has noticed that Laura seldom asks any questions and rarely makes eye contact with Mary when Mary is giving her instructions on a particular task.

Scenario Three:

Roger works with a new staff member, Ocon. Since Ocon is new to the home, Roger sends him to buy the groceries, while Roger takes care of preparing the evening meal, giving meds and helping the men in the house prepare for work the next day. Before Ocon leaves Roger takes a few minutes to verbally go through the 150+ item list. He is very frustrated when Ocon returns with a number of wrong items.

Scenario Four:

Joy and Sary work together in the evening. Joy takes two or three women who live in the apartment to the movies, tells Sary they won't be home until very close to the end of the evening shift. When they get back Sary leaves shortly after when the night shift comes on. Joy is dismayed to find that, although the house is in order, none of the documentation has been done and there are seven phone messages on the answering machine, including one from the nurse regarding a medication change.

Effective Communication Scenarios Worksheet

1. Assessment: What are the assumptions about communication? What are the possible meanings behind body language? Gestures? Words or phrases?

2. Acknowledgment: What cultural biases are present in the communication? What are the communication styles of the immigrant? What are the communication styles of the European-American?

3. Attitude: What adaptations should each of the participants in the scenario make to facilitate better communication between them? (Remember effective communication is the responsibility of both parties.)

4. Action: What are ways of communicating with people of diverse backgrounds that can be effective?

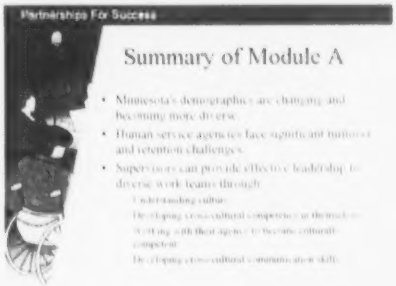
Module A Summary and Closing

Facilitator Background Information: The purpose of this section is to provide a brief summary of all of the material covered in Module A; a brief overview of what will be covered in Module B; provide participants a chance to ask any questions; and make any closing comments.

Time: 10 minutes

Facilitator Instructions:

1. Show participants the **Summary of Module A** overheard. (Learner Guide, p. A31) Remind participants that, due to the realities of changing demographics and recruitment and retention challenges, more agencies are turning to immigrants as a source of DSPs. In addition, the population of Minnesota is changing to more closely reflect the diversity in the rest of the nation, and a diverse workforce is inevitable. Understanding diversity, cross-cultural communication, and supervisor best practices will help supervisors be able to effectively supervise a diverse workforce.

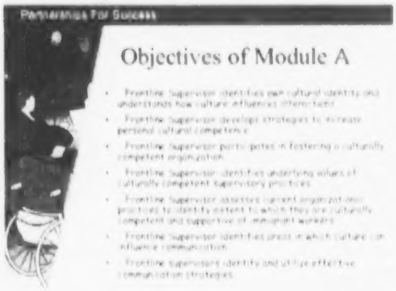


Partnerships For Success

Summary of Module A

- Minnesota's demographics are changing and becoming more diverse.
- Human service agencies face significant turnover and retention challenges.
- Supervisors can provide effective leadership to diverse work teams through
  - Understanding culture
  - Developing cross-cultural competence in themselves
  - Working with their agency to become culturally competent
  - Developing cross-cultural communication skills

2. Show participants the **Objectives of Module A** overhead. (Learner Guide p. A31) Review the competencies covered in this module with participants. Tell participants that by completing all of the exercises and "homework" assignments in the Module they should be able to demonstrate increased competencies in the following areas:



Partnerships For Success

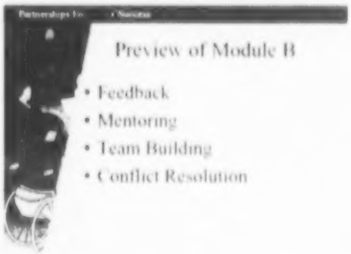
Objectives of Module A

- Frontline Supervisor identifies own cultural identity and understands how culture influences interactions
- Frontline Supervisor develops strategies to increase personal cultural competence
- Frontline Supervisor participates in fostering a culturally competent organization
- Frontline Supervisor identifies underlying values of culturally competent supervisory practices
- Frontline Supervisor assesses current organizational practices to identify extent to which they are culturally competent and supportive of immigrant workers
- Frontline Supervisor identifies areas in which culture can influence communication
- Frontline supervisors identify and utilize effective communication strategies

- The Frontline Supervisor can define his/her own cultural identity and understands how culture influences interactions.

- The Frontline Supervisor can develop strategies to increase personal cultural competence.
- The Frontline Supervisor can identify the underlying values of culturally competent supervisory practices.
- The Frontline Supervisor can assess current organizational practices to identify the extent to which they are culturally competent and supportive of immigrant workers and they can participate in supporting these practices.
- The Frontline Supervisor can identify areas in which culture can influence communication.
- The Frontline Supervisor can identify and use effective cross-cultural communication strategies.

Also explain to participants that their supervisor may ask them to demonstrate what they have learned in this class through action plans and other demonstrations of increased skills and knowledge.



Preview of Module B

- Feedback
- Mentoring
- Team Building
- Conflict Resolution

3. Show participants the **Preview of Module B** overhead. (Learner Guide p. A31) Explain to participants that in **Module B, Building a Cohesive Team: Supporting Immigrant Workers**, supervisors will learn about techniques which will assist them in the on-going support of immigrant workers. These techniques are best practices for supervision, and will help supervisors be effective supervisors of all staff. Topics to be covered include:
    - Feedback
    - Mentoring
    - Team-building
    - Conflict Resolution

4. Ask participants if they have any unanswered questions. Hand out any evaluation forms the agency uses. Follow up on any agency specific information related to the training (e.g., participants, discussions with supervisors about implementation of action plan steps, etc.) Thank the participants for coming.

Module A References and Additional Resources List

References:

American Society for Training and Development (1990). Basics of intercultural communication. Info-line: Practical guidelines for training and development professionals. Alexandria, VA: ASTD, Inc.

The Center for Cross-Cultural Health (1996). Six steps towards cultural competence: How to meet the health care needs of immigrants and refugees. Minneapolis, MN: Refugee Health Program, Minnesota Department of Health.

Hewitt, A., Larson, S.A. & Lakin, K.C. (2000). An independent evaluation of the quality of services and system performance of Minnesota's Medicaid Home and Community-Based Services for Persons with Mental Retardation and Related Conditions technical report. Minneapolis: Research and Training Center on Community Living, University of Minnesota.

Lambert, J. & Myers, S. (1994). 50 Activities for Diversity Training. Amherst, MA: Human Resource Development Press, Inc.

Larson, S.A., Hewitt, A. & Anderson, L. (1999).

Larson, S.A., Lakin, K.C., & Bruininks, R.H. (1998). Staff recruitment and retention: Study results and information strategies. Washington, D.C.: American Association on Mental Retardation.

Lynch, E.W., Hanson, M.J. (1998). Developing Cross-Cultural Competence. (2nd ed.) Baltimore: Paul H. Brookes.

Minnesota Department of Health, Vital Statistics Office. www.health.state.mn.us.

Multicultural Initiatives in Texas Museums (1995). Tools for surveying diversity. Author: www.io.com/~tam/multicultural/tools/html

Pioneer Press (2000). Series on immigration in Minnesota. www.pioneerplanet.com/immigration/ .

Slobof, J., Brown, M., Hewitt, A. & O'Nell, S. (1996). Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families. Minneapolis, MN: Institute on Community Integration, University of Minnesota.

St. Paul Public Schools, Student Statistics Office (2000). Personal Communication.

Rochester Public Schools, Student Statistics Office (2000). Personal Communication.

U.S. Bureau of the Census. www.census.gov

Additional Resources

Barr Training & Development (Producer), & Jackson, Dan (Director). Bridging Cultural Barriers: Managing Ethnic Diversity in the Workplace. [Film]. (Available from Barr Films, 12801 Schabarum Ave., P.O. Box 7878, Irwindale, CA 91706-7878)

CRM Films (Producer). Managing Diversity. [Film]. (Available from CRM Films, 2215 Faraday Avenue, Carlsbad, CA 92008)

Griggs Productions (Producer). (1992). Valuing Diversity. [Film]. (Available from Griggs Productions, 302 23rd Avenue, San Francisco, CA 94121)

American Management Association (Producer). (1993). Making Diversity Work. [Film]. (Available from American Management Association Publication Services, Trudeau Road, Saranac Lake, NY 12983)

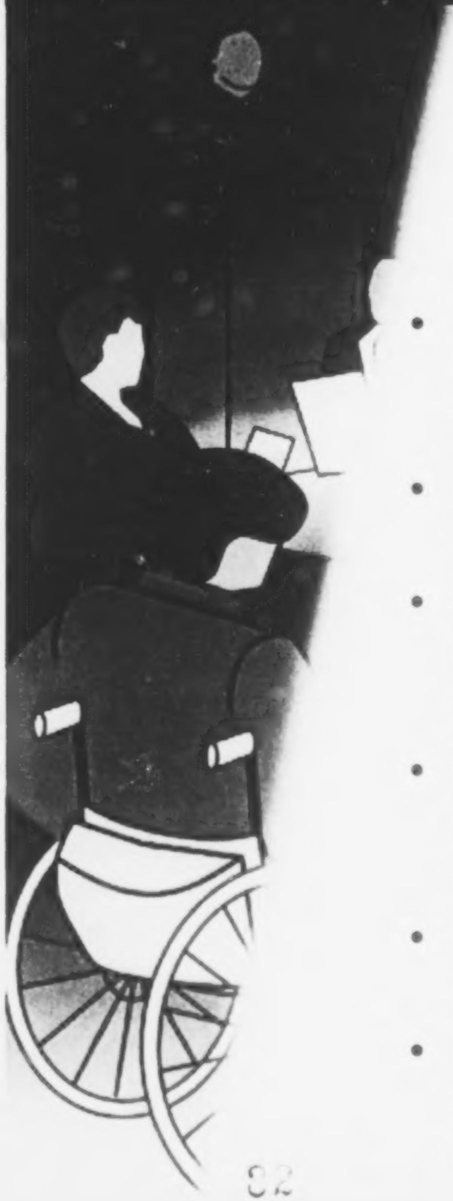
Makkai, A., Boatner, M.T. & Gates, J.E. Dictionary of American Idioms. Third Edition. Barron's Educational Series, Inc.

Module A

Overhead Masters

Overview of Curriculum

- Comprised of 4 modules, each about 5 hours long
  - Module A: Understanding Diversity
  - Module B: Building a Cohesive Team: Supporting Immigrant Workers
  - Module C: Orienting and Training the Immigrant Worker
  - Module D: Recruiting, Hiring and Organizational Practices that Support Immigrant Workers



Power of Diversity
Curriculum Objectives

- Understand culture and its impact on communication, interactions, and within the broader context of the work environment.
- Use communication, team-building, and conflict-resolution strategies in a way that acknowledges and respects diversity.
- Implement training strategies that facilitate successful entry of the immigrant worker into your organization and encourage competency-building of the immigrant worker.
- Identify recruitment strategies that promote a diverse workforce and tap unique recruitment sources and opportunities within the community.
- Identify and implement strategies to make the interviewing process more culturally competent.
- Model culturally competent behavior and serve as a change agent toward increased cultural competence in your organization.

Partnerships For Success

Session Agenda

- Immigration workforce in Minnesota
  - Why is it important for FLS to be skilled in supervising immigrant workers?
  - Understanding immigration
- Developing Cultural Competence
  - What is your culture?
  - Cultural competence
  - Organizational competence
  - Is your workplace inclusive?
- Cross-cultural Communication and Work Skills
  - Cultural factors in communication
  - Effective cross-cultural communication practices

Objectives of Module A

- Frontline Supervisor identifies own cultural identity and understands how culture influences interactions.
- Frontline Supervisor develops strategies to increase personal cultural competence.
- Frontline Supervisor participates in fostering a culturally competent organization.
- Frontline Supervisor identifies underlying values of culturally competent supervisory practices.
- Frontline Supervisor assesses current organizational practices to identify extent to which they are culturally competent and supportive of immigrant workers.
- Frontline Supervisor identifies areas in which culture can influence communication.
- Frontline supervisors identify and utilize effective communication strategies.

Immigrants in Minnesota

- Foreign-born Population in Minnesota has increased by more than 50% in 1990s
- Spanish-speaking Population in Minnesota has increased by more than 60% since 1980
- Large Immigrant Populations in Minnesota include:

  5,000 – 7,000 Russians

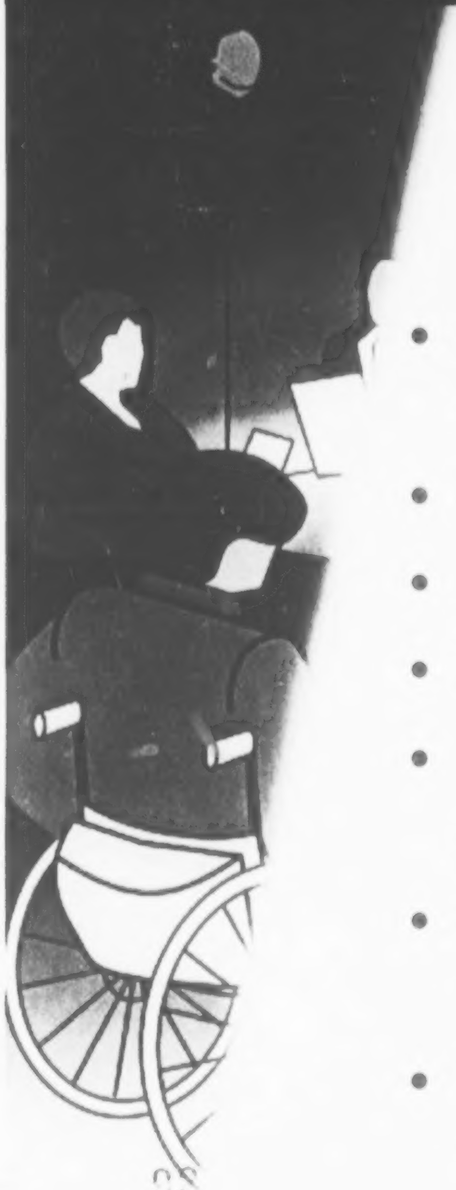
  15,000 – 22,000 Somalis

  45,000 – 75,000 Hmong

  125,000 Spanish-speakers

Traditional Pool of DSPs

- Young European-American Women
- Will decline in population another 1.3% in next five years
- After 2005 "echo boom" generation will reach adulthood and numbers will increase



Recruitment and Retention Challenges

- Overall turnover in Minnesota of DSPs is 46%
- 45% of all leavers had 0-6 months tenure
- 15% of all new hires were terminated
- Supervisor turnover was 27%
- 75% of providers in Minnesota report difficulties finding qualified applicants
- 8.2% of DSP positions are open at any given time
- 4.6% of DSP hours not filled due to vacancies

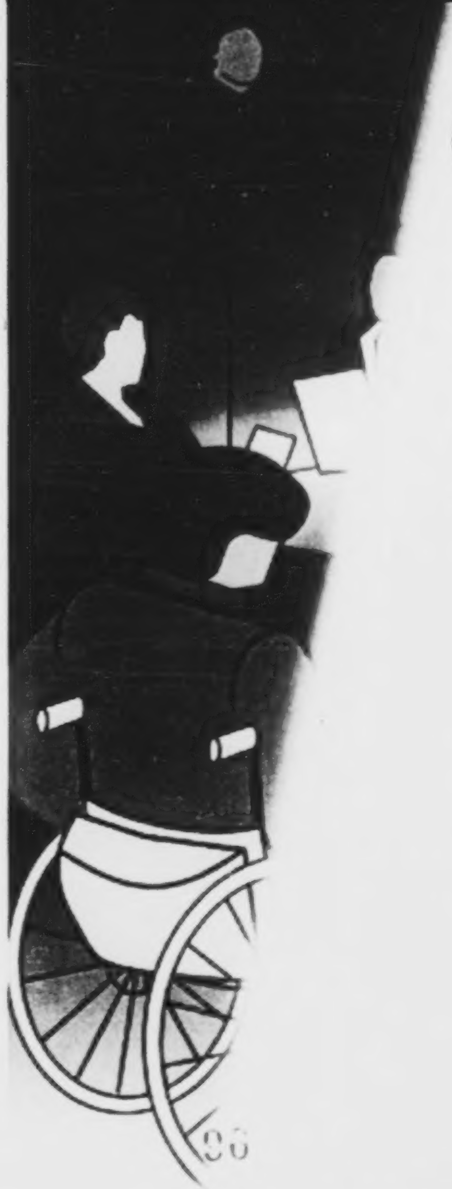
Immigrant Workers in Community Service Agencies

- Russia
- Bosnia
- Columbia
- Nigeria
- Somalia

20% of sites have ESL workers

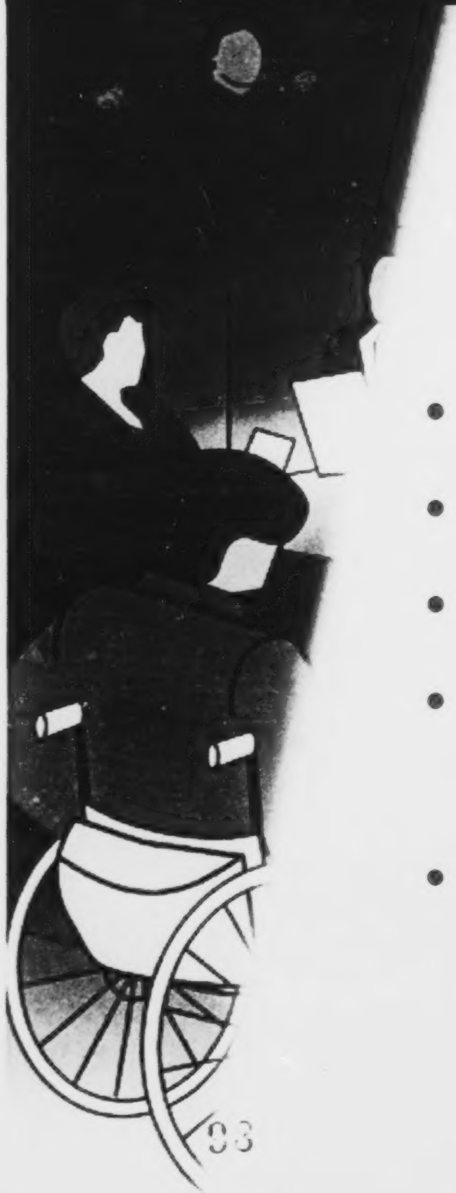
19% of sites of agencies hire immigrants

Immigrant workers more common in metro area



Challenges and Differences

- Differing communication styles
- Gender role differences
- Different understandings and experiences of disabilities and disability service provision
- Different cultural norms around work roles and expectations
- Differences in understanding regarding home making and support.

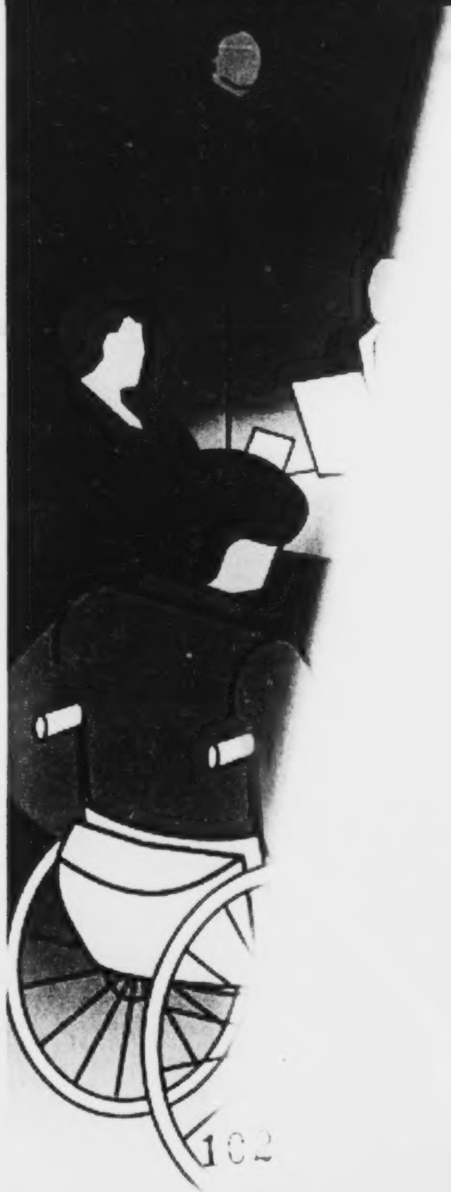


Benefits of a Diverse Workforce

- Attract and retain talented people
- Reduce recruitment and turnover cost
- Meet the needs of diverse consumers
- Creative problem solving and flexibility that comes from different perspectives
- Provide welcoming work environment for all workers

Frontline Supervisor Skills

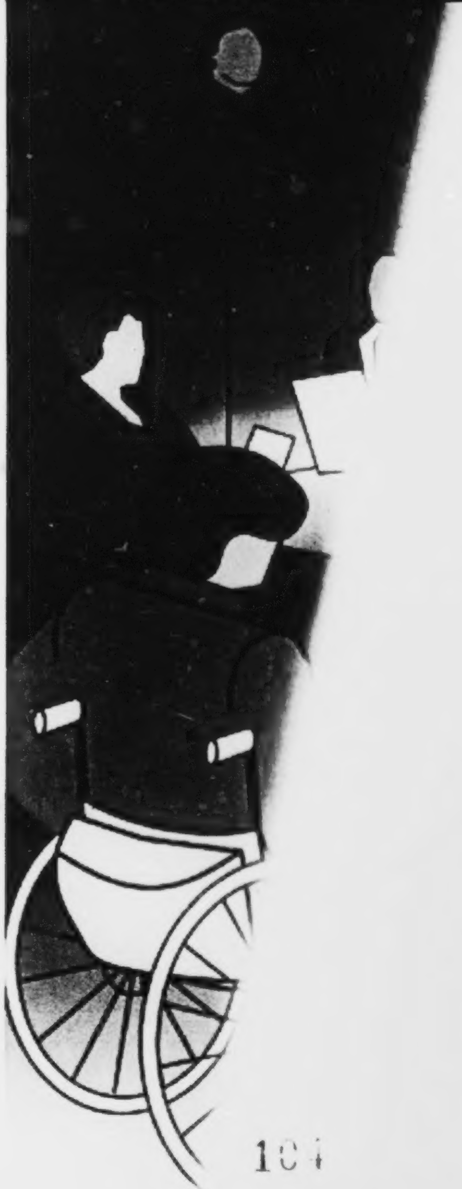
- Understanding
- Communication
- Trust
- Fairness
- Empowering



What is Culture?

- Framework which guides and bounds life practices
- A range of views and beliefs which guide human interaction
- Not rigid or static
- Individual variation within a culture

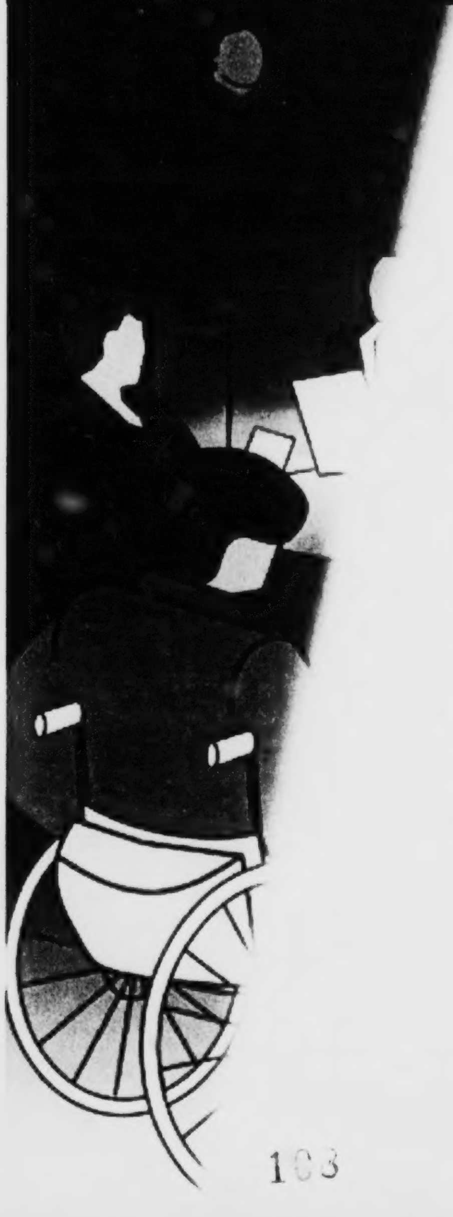
(Lynch & Hanson, 1998)



Many Things Make Up Your Culture

- Rural-urban
- Religion
- Ethnicity
- Disability
- Sexual Orientation

How Does Your Culture Influence Your Day-to-day Actions?



Cultural Competence:

Cultural competence is "the ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, cultural, and linguistic diversity."

(Lynch and Hanson, 1998).

Partnerships For Success

Cultural Competence Continuum

Overcoming Denial

Overcoming Negative Stereotypes

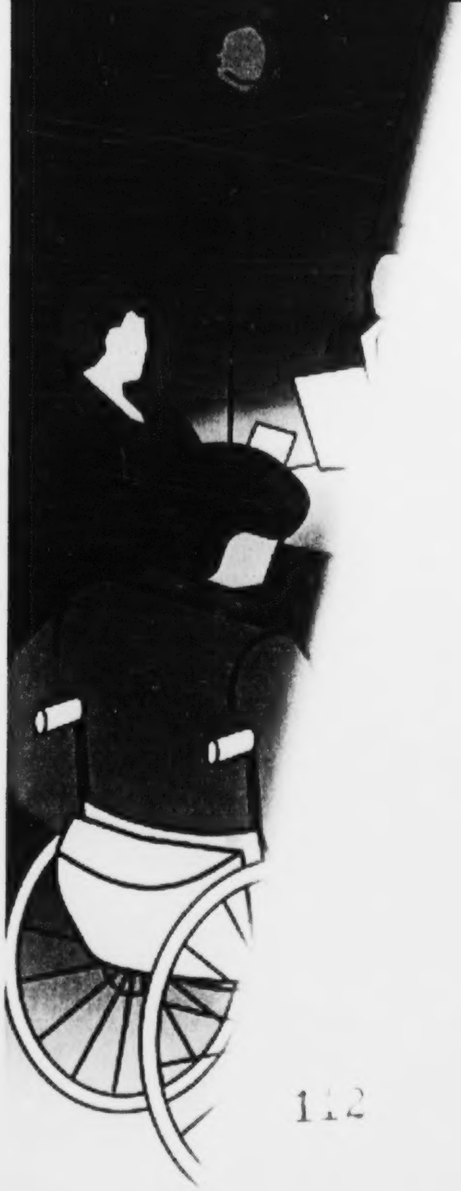
Avoiding "Colorblindness"

Demonstrating Understanding

Progression to Empathy

Cultural Integration

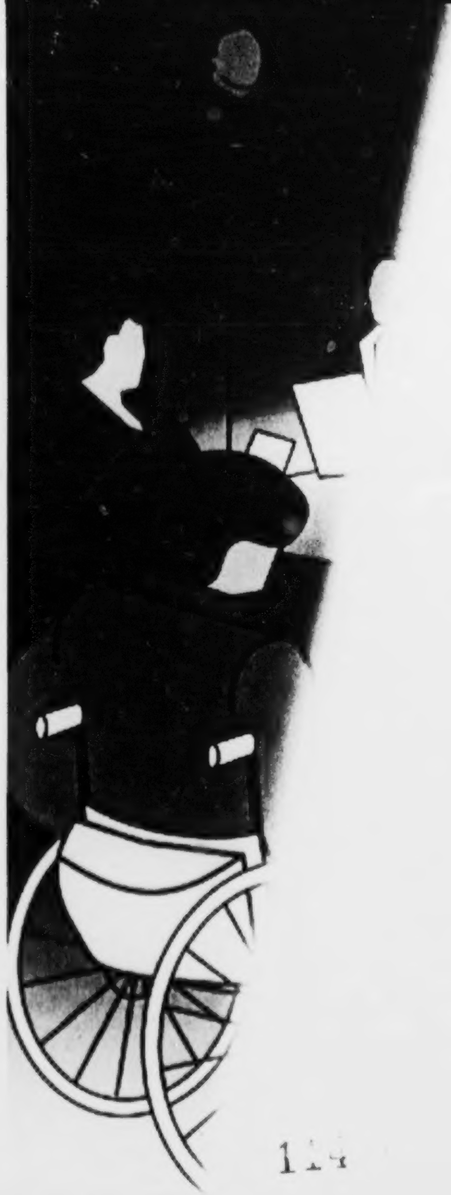
(The Center for Cross-Cultural Health, 1996)



Cultural Factors in Communication

- Language
- Cultural References
- Cultural Viewpoints
- Non-verbal Behavior

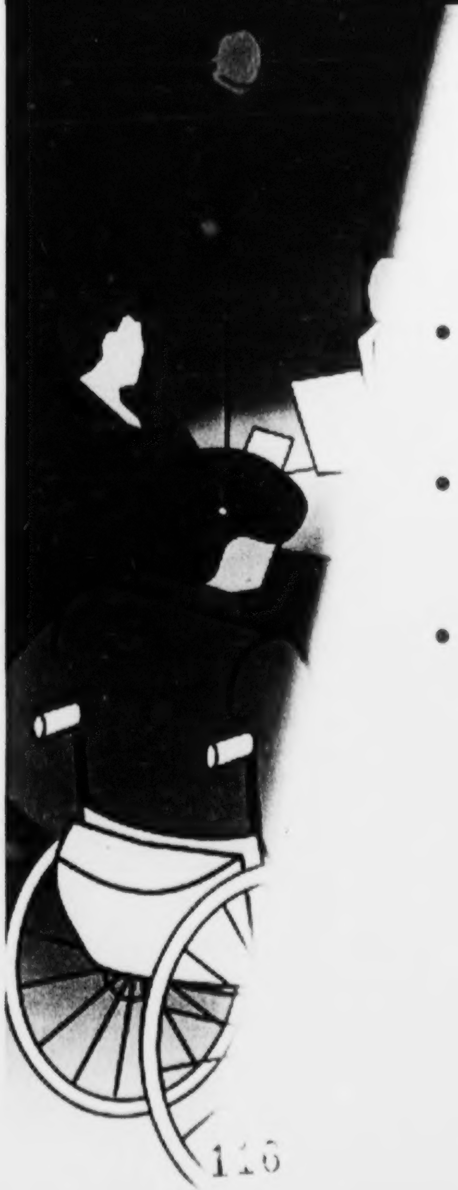
(ASTD, 1990)



4 Steps to Effective Cross-Cultural Communication

- Assessment
- Acknowledgement
- Attitude
- Action

(ASTD, 1990)

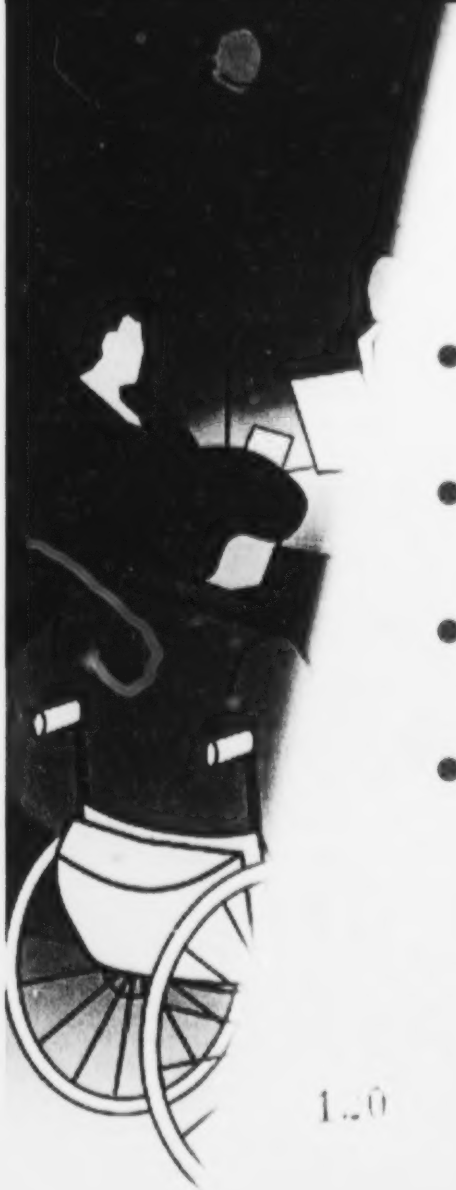


Summary of Module A

- Minnesota's demographics are changing and becoming more diverse.
- Human service agencies face significant turnover and retention challenges.
- Supervisors can provide effective leadership to diverse work teams through:
  - Understanding culture
  - Developing cross-cultural competence in themselves
  - Working with their agency to become culturally competent
  - Developing cross-cultural communication skills

Objectives of Module A

- Frontline Supervisor identifies own cultural identity and understands how culture influences interactions.
- Frontline Supervisor develops strategies to increase personal cultural competence.
- Frontline Supervisor participates in fostering a culturally competent organization.
- Frontline Supervisor identifies underlying values of culturally competent supervisory practices.
- Frontline Supervisor assesses current organizational practices to identify extent to which they are culturally competent and supportive of immigrant workers.
- Frontline Supervisor identifies areas in which culture can influence communication.
- Frontline supervisors identify and utilize effective communication strategies.



Preview of Module B

- Feedback
- Mentoring
- Team Building
- Conflict Resolution

Module B:

Building a Cohesive Team: Supporting Immigrant Workers

FACILITATOR GUIDE

Introduction and Participant Competencies

In **Module A** participants explored the meaning of culture, identified their own cultural framework, and how it guides behaviors, learned about cultural competence, and strengthened their cross-cultural communication skills. **Module B** will build on these skills and give frontline supervisors the tools to support the immigrant worker, and to build a team from diverse members that finds strength in its differences and functions effectively to meet the needs of people with developmental disabilities in community settings. Both the supervisor and the team play important roles in creating an atmosphere that welcomes and respects the contributions of immigrant workers.

Successful supervisors of multicultural teams can utilize a number of skills to encourage members to effectively communicate with and support other team members, work through conflicts, and build productivity and competency as a team. Frontline supervisors will have an opportunity in this module to strengthen skills and practices such as feedback skills, team-building, mentoring and conflict resolution. This module will provide a brief overview of each of these practices, facilitate discussion around these topics and encourage application of these concepts and principles in the workplace.

Module B begins with an opening exercise to help participants feel comfortable working together and provides them with a simple way to improve their communications across cultures. This is followed by a brief discussion reviewing participants' progress and application of skills they learned in **Module A**. The four units of this module are **Communication and Feedback, Mentoring, Teamwork**, and **Conflict Resolution**.

Participants interested in gathering further information on these topic areas should refer to the resource list at the end of the module for further training materials.

Module B will take approximately 6 hours to complete.

By completing Module B: Building a Cohesive Team, the participants will be able to demonstrate the following competencies:

- The Frontline Supervisor can identify and explain strategies such as mentoring and peer support and how they are used as training and staff development tools.
- The Frontline Supervisor can effectively communicate with staff by listening to their concerns, supporting and encouraging their ideas and work, and thanking them for their contributions.
- The Frontline Supervisor can coach and provide relevant feedback to staff regarding performance issues.
- The Frontline Supervisor can facilitate teamwork and positive interactions and attitudes among staff.
- The Frontline Supervisor can provide counseling and support to staff when conflict arises.
- The Frontline Supervisor can identify at least three practices of social inclusion.

Module B: Arrangement and Materials	
Room Set-up:	• Participants sit in an informal style that promotes interaction (at round tables seating 4 to 6 or in a semi-circle) • Refreshments are provided to set a welcoming tone and relaxing, interesting music could be played while people arrive
Materials:	• flipchart and markers • pens (ballpoint) • overhead projector • transparency markers • nametags • Sign-in sheets (including phone numbers)
Overheads:	• Power of Diversity Curriculum Objectives • Module B Objectives 1 • Module B Objectives 2 • Session Agenda • Categories of Slang • Feedback • Positive Praise • Constructive Criticism • Benefits of Mentors • What is a Team? • Interaction Styles • Workplace Disputes • Mediator's Role in Resolving Conflict • Steps to Resolving Conflicts Between Staff • Review of Module B • Module B Objectives 1 • Module B Objectives 2 • Preview of Module C
Worksheets/ Handouts/ Information Sheets:	• Feedback Form • Task for Work Group • Team Member Role Descriptions • Team-Building Action Steps Worksheet • Roles for Conflict Scenarios
Time	• Approximately 6 hours

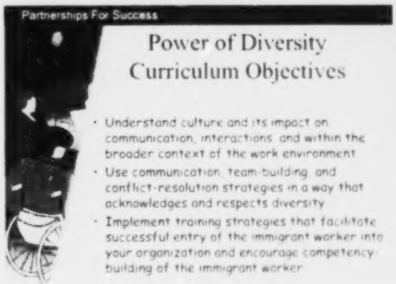
Housekeeping and Agenda Review

Time: 15 minutes

Facilitator Instructions

1. Provide housekeeping information to participants to help them feel comfortable in the training environment. This could include the location of restrooms, phones, break times, and other pertinent information.

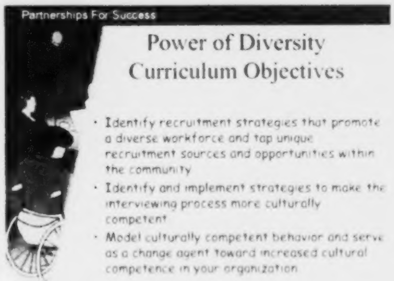
2. Show participants the **Power of Diversity Curriculum Objectives** overheads. (Learner Guide, p. B2) Briefly review the objectives with participants. Use the information in the Introduction, also.



Partnerships For Success

Power of Diversity Curriculum Objectives

- Understand culture and its impact on communication, interactions, and within the broader context of the work environment
- Use communication, team-building, and conflict-resolution strategies in a way that acknowledges and respects diversity
- Implement training strategies that facilitate successful entry of the immigrant worker into your organization and encourage competency-building of the immigrant worker

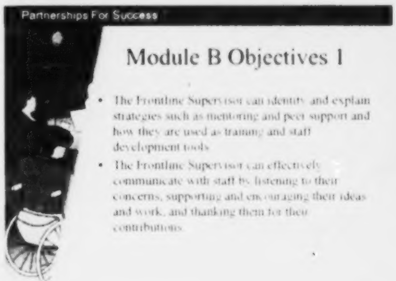


Partnerships For Success

Power of Diversity Curriculum Objectives

- Identify recruitment strategies that promote a diverse workforce and tap unique recruitment sources and opportunities within the community
- Identify and implement strategies to make the interviewing process more culturally competent
- Model culturally competent behavior and serve as a change agent toward increased cultural competence in your organization

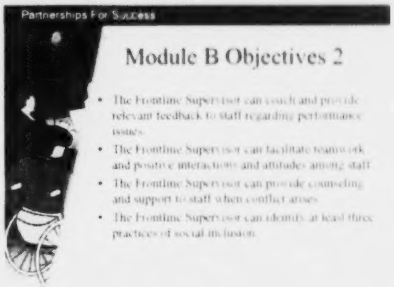
3. Show **Module B Objectives 1 and 2** overheads. (Learner Guide, p. B2) Briefly review the objectives for the session. Use the information in the Introduction, also.



Partnerships For Success

Module B Objectives 1

- The Frontline Supervisor can identify and explain strategies such as mentoring and peer support and how they are used as training and staff development tools
- The Frontline Supervisor can effectively communicate with staff by listening to their concerns, supporting and encouraging their ideas and work, and thanking them for their contributions

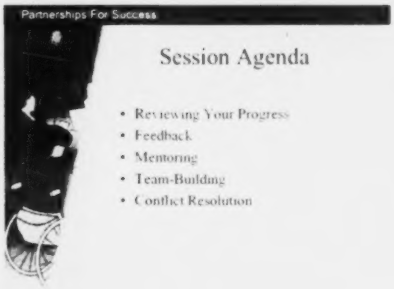


Partnerships For Success

Module B Objectives 2

- The Frontline Supervisor can coach and provide relevant feedback to staff regarding performance issues
- The Frontline Supervisor can facilitate teamwork and positive interactions and attitudes among staff
- The Frontline Supervisor can provide counseling and support to staff when conflict arises
- The Frontline Supervisor can identify at least three practices of social inclusion

4. Show **Session Agenda** overhead. (Learner Guide, p. B2) Briefly describe the topics covered in **Module B** to the participants. Use the information in the Introduction, also.



Partnerships For Success

Session Agenda

- Reviewing Your Progress
- Feedback
- Mentoring
- Team-Building
- Conflict Resolution

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5. Remind the participants of the training expectations/norms developed at the last training.

    a) Be considerate and respectful of others and their opinions.
    b) Use active-listening skills.
    c) Be on time.
    d) Others discussed by the group in the last session.

Opening Activity: Head in the Clouds, Nose to the Grindstone

*Adapted with permission from *50 Activities for Diversity Training*, by Jonamay Lambert and Selma Myers, HRD Press, 1994.

Facilitator Background Information: In Module B feedback, teamwork, mentoring and conflict resolution will be discussed as strategies for the frontline supervisor to promote the success of the immigrant worker as a newly hired direct support professional. While these formal strategies and processes are invaluable in building a cohesive and diverse workforce, there are also many less formal ways to improve teamwork with new staff. This activity illustrates one of the ways mainstream Americans may be unknowingly creating barriers to communication with non-native English speakers. Using slang is common in our language and can communicate messages that are sometimes difficult to express in other ways. For example, these phrases are a part of our "culture," and often their meaning reflects subtle or not-so-subtle attitudes and beliefs of our culture. This activity is intended to be fun, yet highlight how native English speakers often may be using slang, and inadvertently confusing communications with non-native English speakers.

If there are non-native English speaking participants, they can contribute by citing English slang expressions they have heard that were difficult to understand, or were misinterpreted.

For the purpose of this activity, we have used the word, "slang" to refer both to slang (which changes over time) and to idioms (which become embedded in the language).

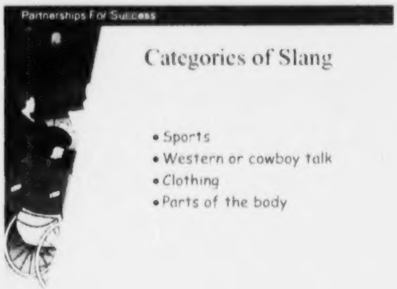
The purpose of this activity is to help participants become aware of the tremendous amount of slang used regularly in English conversation and to realize that communicating with non-native speakers of English may take extra effort.

Time: 30 minutes

Facilitator Instructions

1. Ask participants to reintroduce themselves by saying their name and work location.

2. Introduce the topic of slang by explaining it's always present in normal conversation, and it varies by region, over time and by other factors. This activity will explore how you use slang in your everyday life.



Partnerships For Success

Categories of Slang

- Sports
- Western or cowboy talk
- Clothing
- Parts of the body

3. Divide participants into small groups. Show **Categories of Slang** overhead. (Learner Guide, p. B3) Ask participants to jot down all the "socially acceptable" slang terms they use or have heard others use, as shown on the overhead. Encourage the groups to write down as many as possible on the **Notes** page in the Learner Guide (p. B3). You may want to almost turn this into a competition between tables so that they really try to get all possible examples down on paper. (5 minutes)

   If the group needs help getting started, you might give the following examples:

   1. Sports - ballpark figures, a knockout
   2. Western or cowboy talk - shoot from the hip, ride herd on
   3. Parts of the body - elbow grease, shake a leg
   4. Clothing - given the boot, shirt off his back

4. Ask them to work in small groups to think about and discuss the amount of slang they use in everyday conversation and where some of these expressions came from. They can also share any experiences they have had either not understanding slang or not being understood when they used it. (15 minutes)

5. Reconvene large group and ask participants to verbally report on the category that had the most slang phrases and numbers. (3-5 minutes)

6. Ask the group to call out some of the most commonly used expressions as well as those they felt were the most difficult for someone who did not grow up speaking English. Record these on the flipchart. (5 minutes)

7. Open the discussion to the possible problems of using too much slang. Ask participants to brainstorm ideas how they can facilitate effective communication with the non-native speaker. (5 minutes)

Opening Activity Summary: This activity illustrates that it is often difficult to realize how much slang Americans use. The use of slang can be a serious barrier to good communication in general. In fact, whenever a listener does not have the same slang vocabulary that the speaker has, communication will be difficult.

It is important to be sensitive to the fact that people who grew up speaking another language may not understand a conversation when there is a lot of slang. Often they are too embarrassed to ask and so they continue as if they understand. Difficulties can be minimized when people monitor their own use of slang, check for understanding, and encourage newly hired immigrants or others for whom English is a second language to ask questions when they do not understand a phrase. An additional strategy is to teach people who do not know the meaning of slang what it means in context.

Reviewing Your Progress

Facilitator Background Information: This discussion is intended to give participants a chance to reflect on the information learned in **Module A**, and how they have applied these skills since attending the training. If participants are being introduced to **Module B** immediately following **Module A** they will not have had time to apply the skills learned, but can discuss how they have used culturally competent practices in the past or ways that they now recognize they could be using more culturally competent practices. You will need to adapt this activity as appropriate for your training schedule. Many of the skills learned in **Module A** will be expanded upon in **Module B**, or will be used as a foundation on which to build more concrete strategies. Therefore the participants need to have those skills in mind when moving through this module. If you as a facilitator are not familiar with the material presented in **Module A**, it is recommended you review and develop an understanding of it prior to presenting **Module B**.

The purpose of this discussion is to provide participants an opportunity to reflect on what they learned in **Module A**, and prepare them to build upon that base with the concrete strategies and skills covered in **Module B**.

Time: 15 minutes

Facilitator Instructions

1. Tell participants that this training module will build on the topics covered in **Module A**, such as understanding one's own culture, learning to be culturally competent, and effective communication strategies. **Module B** will cover topics such as feedback, mentoring, teamwork and conflict resolution. Tell participants that this module is intended to give them the skills needed to support immigrant workers, build an effective multi-cultural team and move them along the cultural continuum.

2. Refer participants to the **Cultural Competence Action Steps Worksheet** from **Module A** located in the **Learner Guide** (p. A18) to review the action steps they had identified for themselves personally. Allow them a few minutes to think about any steps they took or why they did not take any of their action steps. Suggest to participants that they may want to jot down their thoughts on the **Notes page** in the Learner Guide (p B4).

4. Ask participants to share information on the action steps they had identified to improve their cultural competency. Use prompting questions such as: *In what area do you feel you have developed new skills? What action step did you take? What happened?*

5. Ask participants if they discussed their organization's cultural competence with their staff or with their own supervisors. Ask participants to share any other comments or insights regarding their own cultural competence or the cultural competence of their organization before moving on.

Unit B1: Communication Styles and Feedback

This unit will take approximately 45 minutes to complete. Please read through all of the material prior to beginning your presentation.

Facilitator Background Information to Unit: This unit provides an overview of effective positive and constructive feedback skills. Again, these skills are for the supervision of all employees, but are presented here in the context of immigrant workers. As part of effective feedback you will need also to apply cross-cultural communication skills learned in **Module A**. If you as a facilitator are not familiar with these, please review and develop a comprehensive understanding of the information in Unit A2 before moving forward in **Module B**.

Introduction

Supervisors can help immigrant workers be successful employees by using good feedback skills. Because typical training and orientation is done in a rushed manner, feedback about job performance is critical to helping employees be successful at work. Lack of feedback about performance can lead direct support professionals to believe that the supervisor doesn't care about their performance, or that they are not appreciated, which might result in lower performance by the employee or unnecessary turnover. Using good communication skills to provide direction and feedback to immigrant workers helps ensure that they understand the expectations of the position, and helps them to assess if they are meeting those expectations.

Remember to use the communication skills you learned in **Module A** while providing feedback and that communication includes both verbal and non-verbal communication. People communicate using their bodies as well as their words. Non-verbal communication may include facial expressions such as smiles, frowns, and nods; gestures such as pointing beckoning, and shrugging; body position such as crossing your arms, crossing your legs, and tilting your head; posture such as leaning forward; and contact, such as eye contact, shaking hands, hugging, kissing, slapping one's back. Non-verbal communication is just as important and sometimes can be more important than the verbal message you are sending or receiving. The non-verbal communication listed above may be sending messages such as affection, impatience, boredom, anger, appreciation and power. When communicating across cultures you may not always be sending the message you think you are and conversely you may be interpreting somebody else's non-verbal communication inaccurately. If you are not sure about the message you are sending and receiviing, it is important to check it out with the other person by stating what you understand and asking if that is what was intended.

This unit provides an overview of effective feedback skills. Be sure to keep in mind the cross-cultural communication skills you learned in Module A as these skills will build from them.

B1-1: Feedback

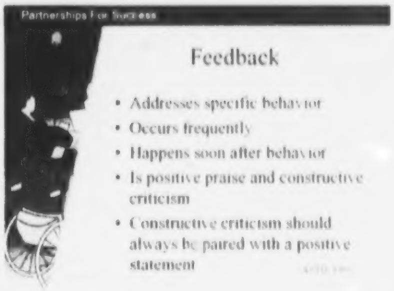
Facilitator Background Information: The purpose of this activity is to strengthen the frontline supervisor's ability to provide feedback. Giving both positive feedback and constructive criticism is an essential part of feedback and effective communication. Cross-cultural communication differences influence the effectivness of feedback, and should be considered as the participants go through this exercise.

Time: 45 minutes

Facilitator Instructions

1. Facilitate discussion using the following questions. *How do you personally like to receive feedback from others? Are there things that you like better than others? Are there ways in which you simply DO NOT like to receive feedback? Are there differences in your preferences depending upon if you are receiving negative or constructive feedback versus positive feedback? What are important components of providing feedback? What are some rules you have about providing feedback?* (5 minutes)

2. Show **Feedback** overhead. (Learner Guide, p. B6)



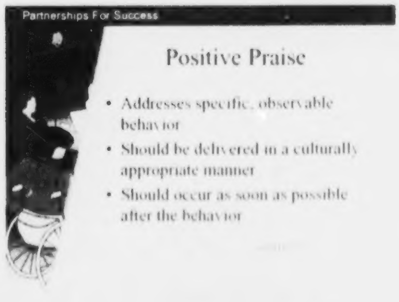
Partnerships For Success

Feedback

- Addresses specific behavior
- Occurs frequently
- Happens soon after behavior
- Is positive praise and constructive criticism
- Constructive criticism should always be paired with a positive statement

Feedback is the process of providing someone with explicit information about his/her performance. Feedback should always address a specific behavior which a person can control. So, for example, telling a DSP that they did a "good job" handling a challenging behavior is less meaningful than telling that same person that s/he was "effective in helping the person calm down." Feedback should also occur as soon as possible after the behavior you want to address. Thus, waiting until a month after somebody shows up late to work to talk to them about it is not effective. Feedback is made up of both positive praise and constructive criticism. (5 minutes)

3. Show **Positive Praise** overhead. (Learner Guide, p. B6)



Partnerships For Success

Positive Praise

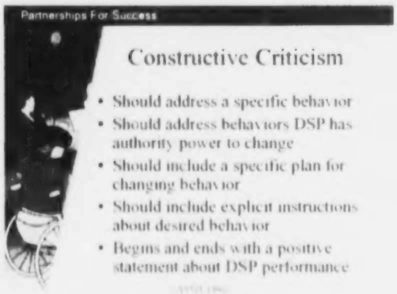
- Addresses specific, observable behavior
- Should be delivered in a culturally appropriate manner
- Should occur as soon as possible after the behavior

Positive praise is a tool to reinforce excellent performance by a DSP and to show appreciation for a job well done. Because people from different cultures have varying views on their role in a group and about receiving individual attention, you should be careful about giving people praise in front of other people, especially if it focuses on the individual. Excessive praise or praise in front of a group may, in fact, be negative reinforcement for some people, making them feel uncomfortable. This is the type of information you should gather about the particular cultures with which you are working. For example, you may want to learn about the value of the group over the individual, public praise, attitudes towards authority figures and so on, before deciding how to praise people for their performance.

As a facilitator you may also want to share a personal example from your experience where someone from a different culture accepted feedback differently than you had intended.

People should also be praised for things they actually have control over, such as effectively teaching a new skill to a consumer, following a protocol to address challenging behavior properly, or some other observable behavior. (5 minutes)

4. Show **Constructive Criticism** overhead. (Learner Guide, p. B6)



Partnerships For Success

Constructive Criticism

- Should address a specific behavior
- Should address behaviors DSP has authority power to change
- Should include a specific plan for changing behavior
- Should include explicit instructions about desired behavior
- Begins and ends with a positive statement about DSP performance

Like positive praise, constructive criticism should address a specific, observable behavior over which the person has control. When giving constructive criticism, you should always set a positive tone for the interaction by offering positive praise for something done well by the employee that may or may not relate to the issue at hand. For example, if a DSP had a medication error shortly after arriving to work, one way which you could address this issue would be to start by saying how much you appreciate the person arriving to work on time. Then move on to provide feedback about the medication error.

Constructive criticism should describe the behavior that needs changing, should include a description of the behavior desired, and should include a plan that is agreed upon by the supervisor and DSP, of how to make a change in the person's performance. The session should end with more positive praise of something the DSP is doing well. For example, I noticed that you forgot to document that you had provided Jo with her seizure medication on Thursday night after you arrived to work. I was wondering if you forgot to document it or if you forgot to give her the medication. It is important to realize that medications must be given and that as a DSP you must document that you gave people their medications. What can we do together to ensure that you don't make a medication error again? Then you would develop a plan and offer praise for agreeing to work on it. (5 minutes)

5. Ask participants how this would look. Can they apply this format for giving constructive feedback to a situation they have encountered recently? Ask for volunteers to describe to the group a situation they recognize that they could have handled by using this strategy or a situation in which they have applied this strategy that worked for them.

If nobody volunteers, share another example or an example from your own personal experience.

Example: The supervisor has noticed that the DSP doesn't help the people who live in the house clean up the kitchen after a meal, leaving a mess for the overnight shift. The supervisor could start out by telling the staff person that it was wonderful how s/he got the consumers involved in planning and making their own meals. Then the supervisor could go on to describe the messy kitchen and state the expectation that the kitchen needs to be cleaned up after each meal. The supervisor would then ask the DSP for ways in which he could accomplish that. After an agreed upon plan is determined, offer the DSP more praise, for example, on how it is appreciated that he does do a wonderful job of helping the consumers keep the other living areas of the house clean.

When offering constructive criticism, it is important to keep in mind cultural differences in communication and relationships to authority. For example, people in the dominant culture in the United States tend to have a more egalitarian view of hierarchy, while people from other cultures may view authority figures with greater respect. People may demonstrate this respect by being very quiet and avoiding eye contact, which people from the dominant culture in the United States may view as rude or uninterested. (10 minutes)

6. Ask participants to form pairs. Ask each one to think of a situation in which they need to provide praise to an employee and a situation in which they need to offer constructive criticism to an employee. Ask them each to take a turn to practice positive praise and constructive criticism using the principles already discussed. Facilitate a brief discussion by asking, *How did it feel to receive praise or criticism in this manner? Was it hard or easy to do?* Tell participants to practice this with at least one staff member during the next week. (15 minutes)

7. In order to facilitate providing feedback to DSPs that is meaningful and culturally appropriate, supervisors may want to ask new hires how they like to be told when they are doing well, and how they like to be told if some area of their performance needs improvement. Suggest that supervisors can include the **Feedback Form** (Learner Guide, p. B7) in their orientation packets of new hires. To get some ideas how DSPs might respond to these questions, ask participants to complete the **Feedback Form** now. After completing the form, ask participants what they learned about receiving feedback.

Summary: Effective feedback skills are an integral part of the supervisors' abilities to effectively support their teams. It is important to consider individual communication styles, non-verbal communications and cross-cultural implications to providing effective feedback to workers. Effectively using these skills with immigrant workers may be one of the most challenging aspects of a supervisor's work. But taking the time to learn how to provide useful, timely and relevant feedback to staff will help you to become a more culturally competent supervisor and will be especially important to new and immigrant workers who may need more guidance due to lack of experience or cultural barriers.

Feedback Form

1. How do you like to receive praise or positive feedback? Are there things you like better than others?

2. How do you like to receive constructive criticism or information about an area that may need improvement in your performance?

3. Are there ways in which you simply do not like to receive feedback?

Unit B2: The Benefits of Mentors

This unit will take approximately forty-five minutes to complete. Please read through all of the material prior to beginning your presentation.

Introduction

Mentoring is an age-old technique for encouraging professional development. In human services, it can be a meaningful way to support newer direct support professionals (DSPs) while recognizing the experience and ability of more tenured staff. The mentor helps the new direct support professional to become familiar with the organizational norms, values and practices, and to develop the skills needed to provide quality services. This may involve frequent contact with new staff, sharing information, modeling job skills and performance, and providing a safe place for the new staff person to have his/her questions answered.

Not only does mentorship benefit the mentee, but there are also positive outcomes for the mentor. Being a mentor is a measure of a person's competency. Mentors can use this as a yardstick to measure how far they have come in their careers, and to reflect on all they have learned. Mentors have an opportunity to see a different point of view that may be "outside of the box." Both the mentor and mentee, when entered into the relationship voluntarily, will experience professional development and growth through this relationship.

There are many things to consider when choosing a mentor and developing a mentorship program. Mentoring programs can be formal or informal and can be different in various organizations. The Peer Empowerment Program (PEP) curriculum (another curriculum developed at the Institute on Community Integration) provides an overview of mentorship and provides an outline to plan the implementation of a formal program. If your organization is interested in developing a formal mentorship program, please refer to the PEP Curriculum. For the purpose of this training we will simply explore what mentorship is and how it is useful to immigrant workers, as well as looking at the role of the mentor.

In choosing mentors to work with new immigrant staff, selecting mentors of the same cultural background and who speak the same language can provide several advantages. A mentor of the same cultural background can provide mentees with somebody with whom they may be more comfortable asking questions and somebody who is able to explain new concepts and skills in the person's native language. In addition, this person may be able to recognize more easily the difficulty that new staff might be experiencing in their role and help them to work through it. It is important to recognize that it is not the responsibility of someone from the same culture to serve in the mentor role simply due to culture; organizations should not assume that people will want to fulfill these roles. Mentoring should be a voluntary role, with clear set expectations. In the case where you have a non-immigrant worker who wants to serve as a mentor to an immigrant worker, this can be an excellent cross-cultural opportunity. Pairing an immigrant worker with a non-immigrant worker could also have many benefits, such as facilitation of relationship building across cultures, break down stereotypes of other cultures, welcome the new staff, and demonstrate socially inclusive practices. There are a number of benefits to mentoring for all parties involved.

The next activity explores some of the benefits of the mentoring process, and those skills that make a good mentor. For further information on developing and implementing a mentorship program see the *Peer Empowerment Plan (PEP)* curriculum which outlines the implementation of a mentorship program.

B2-1: Why have mentors?

Facilitator Background Information: Well-thought-out mentorship programs can be beneficial to both the mentor and the mentee and can be used as a way to recognize DSPs who perform well. Mentors should be chosen based on their skill and their ability to provide leadership and training to new employees. Research has shown that employees are likely to stay with an organization longer if, from the beginning, they are taught about the organization's norms and practices. Mentoring programs are one way for new staff to learn about the norms and expectations in an organization from a peer.

The purpose of this activity is for participants to learn about the benefits of having a mentor and to give participants ideas on which to base a mentoring program. The benefits of mentor programs for immigrant workers will be highlighted.

Time: 45 minutes

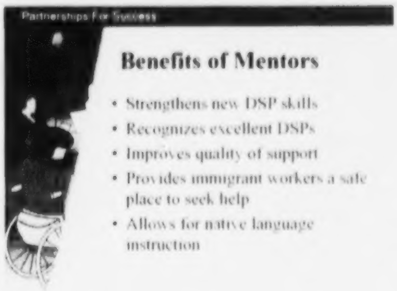
Facilitator Instructions

1. Prior to activity use four sheets of flipchart paper and write each of the following headings across the top, one heading per page, where they can be easily viewed and written on:

    - Mentoring Provides...
    - Emotional and Interpersonal Characteristics.
    - Teaching Skills
    - Communication Skills

2. Ask people to reflect on times when they have had a mentor. Explain that it could have been in a formal mentor relationship, or in an informal relationship, such as with a coach, parent, or teacher. Ask the participants what were the benefits they gained from having a mentor relationship. Record their comments on the flipchart under the heading "Mentoring provides..." (5 minutes)

3. Show **Benefits of Mentors** overhead. (Learner Guide, p. B10)



Partnerships For Success

Benefits of Mentors

- Strengthens new DSP skills
- Recognizes excellent DSPs
- Improves quality of support
- Provides immigrant workers a safe place to seek help
- Allows for native language instruction

Explain to participants that some of the benefits of having a mentor program are the following:

- Strengthens new DSP skills;
- Recognizes the abilities of experienced DSPs;
- Improves quality of support;
- Provides workers with a way to seek help that is less threatening;
- Mentors who speak the same language as the mentees can also be helpful in explaining concepts in the mentee's native language.

Use examples from the participants' comments on the flipchart to illustrate these points (if there are applicable ones). (5 minutes)

4. Ask the participants to form groups of three to four people.

5. Ask participants to think about excellent teachers, coaches or mentors they have had. Ask each group to brainstorm characteristics and/or skills that made these people skilled teachers, coaches, or mentors. Each group should make a list of all the characteristics and skills they identify. They can jot this list down on a flipchart or on a piece of paper. (15 minutes)

6. Ask each group to choose what they believe to be the three most important characteristics of all the ones they have identified. Each group should come to consensus on this. (5 minutes)

7. Ask each group to share the three most important characteristics or skills and to tell you under which category (Emotional and Interpersonal Characteristics, Teaching Skills, Communication Skills) you should write them. Write the group responses on the flipchart under the three headings. (10 minutes)

8. After all the groups have reported out, summarize the characteristics given by the groups in each of the three categories.

9. Ask the participants to respond to the following questions: *Were any characteristics missing? Which category had the most characteristics/skills? Is this all it takes to be a good mentor? If not, what other characteristics might be important? Are there characteristics that may be particularly useful for mentoring immigrant workers?* (10 minutes)

10. Facilitate a discussion to encourage participants to think about the mentoring in their workplace. Ask participants to think about the team they supervise. *Does anybody show mentoring qualities? Do you have staff that already serve as mentors? -formally? -informally? -to immigrant staff? What would be the benefits of mentoring in your program site(s)? What are the ways that you as a supervisor can promote informal mentoring within your team? How would you use mentors to support immigrant workers?* (10 *minutes)*

B2-1 Summary: Mentors should be volunteers chosen for their abilities to provide quality care to people with disabilities, to teach and communicate well with others, and for positive interpersonal characteristics. Mentors can be one tool FLSs can use to help immigrant workers learn new job skills and learn about the organizational norms and culture of the agency. If the FLS is able to choose mentors who also speak the native language of the immigrant worker, there is an additional benefit of the immigrant worker being able to learn new skills and concepts in their native language. Mentor programs also have the benefit of providing recognition to the DSPs chosen to be mentors.

Unit B3: An Introduction to Team-Building

This unit will take about 1 and 1/2 hours to complete. Please read through all of the material prior to beginning your presentation.

Introduction

A team is defined as a group of people who must work together to accomplish an agreed-upon goal. Helping staff feel welcome, and using effective communication and mentoring are all skills the supervisor can use to support individual staff members and to help individuals become a part of a positive functioning team. Supervisors must also pay attention to the importance of expecting all staff members to play a role in creating a team and providing them with the time, skills and support to do so. The supervisor needs group skills to support all staff members to work effectively together in a team.

Teamwork at all levels of human services is essential for the provision of excellent services to consumers. Supports to persons with developmental disabilities are increasingly being delivered in community settings, and consumers and family members are more often invited to participate in designing, shaping, and managing services. As a result of these changes, the role of the DSP is changing dramatically. DSPs are learning to plan with, and not for, persons needing services. Coordination and the ability to work with a wide variety of other professionals is also becoming an increasingly important skill. As services are decentralized, supervisors have less contact than ever before with DSPs, meaning that DSPs are increasingly isolated and are more dependent on their own skills and resources to accomplish goals. In many community homes and job situations, DSPs have to work with team members whom they often do not see or have few opportunities to work together. This reality makes effective team-building an essential FLS skill.

The use of teams to perform ongoing work or to complete special projects is another growing trend in human services. Effective teams can improve productivity, increase the quality of supports, improve job satisfaction and morale, and reduce the levels of management needed. Underlying these benefits is the assumption that a group of people who are focused, organized, and trained can be more productive than people working alone.

The FLS plays an important role in building a strong team of DSPs. There are specific things to consider when a supervisor is creating a team of multi-cultural members. Communication and expectations around group norms and roles are influenced by culture, and can affect the ability of a group to function smoothly. When working on team-building, FLS need to consider these cultural influences.

The purpose of this unit is to provide participants with a definition of a team, and to gain an understanding of cultural influences on group performance.

B3-1: Defining Your Team

Facilitator Background Information: The purpose of the section is for the participants to start thinking about what a "team" is and to think about what makes a team effective.

*adapted with permission from **Introduction to Teamwork in Community Health and Human Services** and **50 Activities for Diversity Training**

Time: 40 minutes

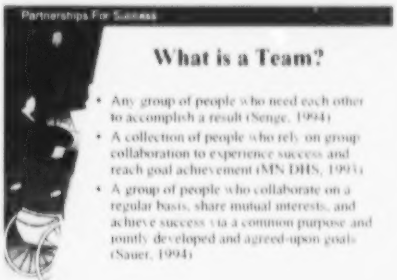
Facilitator Instructions

1. Ask participants to think about what the definition of a team is. Then jot down a definition of "a team." (5 minutes)

2. Have participants break into small groups (3-4 people) and create a group definition of "team," using each of the definitions. Have the group record the group definition on flipchart paper. (10 minutes)

3. Have the groups post their definitions on the wall in a visible place. In the large group, use the various definitions to create a single definition. Once it is done ask participants if there is anything missing from the definition? *How would you change it? How many of you agree with the new definition?* Continue making changes or additions until all agree that the definition on the flipchart defines a team. (10 minutes)

4. Show **What is a Team?** overhead. (Learner Guide, p. B12) Ask group how the definitions are similar or different from their own.
Teams can be defined in various ways, but generally, most definitions have as their foundation a group of people who must work together to accomplish a particular task.



Partnerships For Success

What is a Team?

- Any group of people who need each other to accomplish a result (Senge, 1994)
- A collection of people who rely on group collaboration to experience success and reach goal achievement (MN DHS, 1993)
- A group of people who collaborate on a regular basis, share mutual interests, and achieve success via a common purpose and jointly developed and agreed-upon goals (Sauer, 1994)

5. Ask the participants to think about effective teams on which they have participated. On a flipchart list all of the characteristics of what made the

teams effective. Do the same for teams that were not effective. Characteristics of effective teams might include: a shared understanding of the team's goal or purpose, good interpersonal communication, a strong leader, an understanding of individual roles, etc. (5 minutes)

6. Ask the participants to share their perspectives on the advantages of working as a team and what situations are best handled in teams. (5 minutes)

7. Ask participants to share ideas of how having team members with different cultural backgrounds would affect the team. (5 minutes)

B3-1 Summary: Being able to build a team and have DSPs of various backgrounds work together is an essential part of the role of the FLS. Teams are groups of people working together to attain a specific outcome, and are most effective when they have good leadership, a shared understanding of their purpose, and good communication.

B3-2: Interaction Styles and Teamwork

Facilitator Background Information: Once participants have a basic understanding of what makes a team and what makes effective teams, a further understanding of the issues that can arise in a multi-cultural team needs to be developed. Like all teams, multi-cultural teams can have problems due to differing communication styles, leadership needs, group roles, and beliefs about the function of teams. For example, some cultures value the group over the individual and will seek to make the group successful, while other cultures place a higher value on the individual and may place less focus on the success of the group over each individual's performance.

The purpose of this activity is for the participants to gain an understanding of interaction styles which can be based on cultural influences and affect group performance, through a role-play exercise.

Time: 45 minutes.

Facilitator Instructions

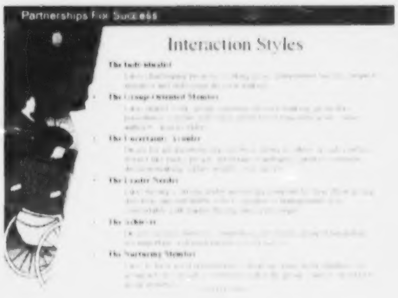
1. Ask participants to form groups of 5-7 people. Tell each team they will need to plan a company picnic in a limited amount of time. Refer participants to page B14 in the Learner Guide and ask them to read the **Task for Work Groups** instructions. (3 minutes)

2. Using the individual strips cut from the **Team Member Role Descriptions**, (p. 31) give each person in the group an assigned role. Explain to the group members that they need to accomplish the assigned task, but need to behave according to their assigned role.

3. Tell participants to complete the activity and not to assign a group leader. (20 minutes)

4. Ask the small groups to reconvene as a large group. Ask each group to briefly describe to the large group their product in 2-3 minutes. (10-15 minutes)

5. Show the **Interaction Styles** overhead. (Learner Guide, p. B13) Ask participants to think about these role descriptions. *Which best describes their interaction style?* As you read through the roles, have people show hands for the one that most fits them. If people are uncertain, ask for their group members' opinions about where they fit. (5 minutes)



Partnerships For Success

Interaction Styles

The Individualist

The Group Oriented Member

The Uncertainty Avoider

The Leader Needer

The Achiever

The Nurturing Member

6. Discuss the impact of people's interactions styles on the ability of the group to accomplish its task. *Did any of the groups assign a leader? Would a group leader have been helpful? How do different leadership needs affect a team? Did all of the group members participate equally? What might explain the different levels of participation? Might this be culturally-based? How could the group have ensured everybody a chance to participate? Were there any roles missing from your group? Which roles are the most dominant? Infrequent? Does the cultural make-up of the group influence which roles were present? How? How would having group members who are oriented towards the group's success affect the group differently from those who are oriented toward individual success? How do communication styles affect teamwork?* (10 minutes)

7. Using the flipchart to record answers, ask the participants to identify ways cultural differences might be affecting the ability of DSPs in their agencies/worksites to function as a team. Ask the participants to list ways they can encourage all members of their staff to be participating team members. (5 minutes)

8. Ask participants to complete the **Team-Building Action Steps Worksheet** found in the Learner Guide (p. B15).

B3-2 summary: Communication styles, beliefs about the value of the individual over the group, gender roles, and norms around group behavior all influence the ability of a multi-cultural work team to be effective. FLSs need to be aware of how the cultural differences in their work teams can affect the ability of the staff to work together. FLSs can take concrete steps to facilitate teamwork in their work sites. First, they can realize the importance of functioning as a team and place expectations on their staff to be team players. They can promote team building experiences and can help to create team norms and expectations and to identify team roles. Evaluating the effectiveness of their team's processes and outcomes is also important.

Task for Work Groups

Instructions to Work Group Members

You are a planning committee from a day program for adults with developmental disabilities whose task is to plan a major celebration for the participants at your work sites, their families and other interested people. You've been notified that your plan must be in the hands of the caterer by 8:00 AM tomorrow morning.

Your plan must be so clear that they will be able to proceed immediately without any phone calls or questions, or additional fees will be attached to the total invoice.

You will need to develop specific instructions on who will be invited, the kind of food that will be served, and how it will be arranged. You must decide how the party will be paid for and where and when it should be held. In addition, you must set up the games and activities as well as choose the prizes for the games.

Remember, your organization employs a large number of immigrants as DSPs, and you also provide services to a diverse group of people. Your director is promoting the implementation of culturally competent practices. You feel it is important that this picnic is welcoming of people from all of the different cultures represented in your organization.

You have no instructions other than the above, and the group must proceed entirely on its own.

Your description, either in words, charts, or diagrams has to be perfectly clear and easy to understand. You will be provided with:

- Large sheets of paper
- Markers

You have 20 minutes to accomplish the assignment.

Team Member Role Descriptions

(Note to Facilitator: Cut these role descriptions into small strips and distribute one to each person in the group.)

Person A
You prefer working alone to working in groups. You think group work is a waste of time, and believe that, if given a project, you can accomplish it faster and better than any group.

Person B
You think group consensus is important. You are as concerned with the process as with the product. You want everybody in the group to feel like they have contributed and are satisfied with the results.

Person C
You don't like conflict and want unity within the group. You want somebody to tell you what to do, and are concerned about making mistakes.

Person D
You like the group to have a leader, and will push for somebody to take charge. You tend to be deferential to men and to people whom you percieve to be in positions of authority.

Person E
Success at all costs is important to you. You are concerned about the image of the group, and will push group members to work harder in order for the group to be seen as successful.

Person F
You like to have good relationships with people. You want everybody to like you and you like everybody in the group. You try to avoid competition in the group and want everybody to be nice to each other.

Team-Building Action Steps Worksheet

Identify three action steps you can take in your organization to promote effective teams:

1. What action will you take?

   1a. Who will be involved?

   1b. What is your time frame?

2. What action will you take?

   2a. Who will be involved?

   2b. What is your time frame?

3. What action will you take?

   3a. Who will be involved?

   3b. What is your time frame?

B3-3: Expanding Your Work Team: Including Family Members, Immigrant Workers, and Consumers

Facilitator Background Information: As community support agencies become more diverse, work teams also need to be more diverse. The FLS can help shape that diversity by including consumers, family members, and immigrant workers on a number of different work teams. Frontline Supervisors, however, may first need to facilitate the development of relationships among consumers, family members, and DSPs from diverse backgrounds. Family members and persons receiving services may have had little opportunity to learn about and work with people from other cultures and may be unsure of how to interact and approach DSPs from different backgrounds. Family members and people receiving supports report that there have been times when new DSPs from immmigrant countries are unsure of how best to provide supports. For example, they struggle with knowing how to prepare food the person receiving supports prefers to eat or with communicating expectations or needs due to language difficulties. It is important for FLS to facilitate the working relationship between DSPs, people receiving services and family members. Through this relationship-building process, more effective and diverse work teams will emerge. There are three purposes of this exercise: 1) to discuss the potential difficulties among immigrant workers, family members, and consumers, 2) to brainstrom ways to deal with these challenges, and 3) to use these new ideas and experiences to include consumers, family members, and immigrant workers on worksite and agency teams.

Time: 35 minutes

Facilitator Instructions:

1. Tell the participants that not only can there be conflicts between staff of diverse backgrounds, but also among family members, people receiving supports and DSPs from diverse backgrounds. Often people have not had a chance to learn about or work with people from other cultures and may feel uncomfortable or unsure of how to approach interactions with DSPs who may seem to be very different from the family member or person receiving supports. Another point to make is that all 3 groups of people being

discussed have been significantly underrepresented on any teams in community support agencies.

2. Ask the participants to break into small groups of 3-4. Ask each group to develop a list of potential areas of conflict that might occur between family members or people receiving supports and DSPs with diverse backgrounds. (5 minutes)

3. Label the top of a flipchart with "Differences or Challenges." Ask the groups to report the areas that they thought would be potential areas of conflict. Areas might include: difficulties understanding the other's speech, dietary habits and cooking, religious backgrounds, dress, hair care and other personal care areas, or levels of independence and the role of DSPs (support versus care giving). (5 minutes)

4. Ask the small groups to work together to brainstorm ways in which DSPs and family members can be helped to work together effectively. Ask each group to record their responses on flipchart pages. (5 minutes)

5. Label a flipchart "FLS Actions." Ask the small groups to report out the results of their brainstorming. You might want to use two different colored markers - one color for ideas that focus more on the immigrant worker and one for ideas that focus more on family members. Ideas might include: offering ESL classes for immigrant workers and family members together, sending newsletters to family members to help them learn about employees and their backgrounds, holding multi-cultural potlucks in which staff and families share a dish from their cultural heritage and talk a bit about it, or including family members and people receiving services in the hiring process and on work teams at work sites and at the agency level. (10 minutes)

6. Ask small groups to brainstorm ways to include consumers, family members, and immigrant workers on teams operating at the work site and agency levels. One example might be to establish an organizational level team, "Learning About Each Other," with a goal of learning more about employees with diverse backgrounds, families, and persons receiving services. Ask participants to record their ideas on a flipchart titled "Expanding Teams" and then post the pages on the wall for participants to review during the next break. (5-10 minutes)

7. As a large group discuss the results of the "challenges," "strategies," and "expanding team ideas." Point out any themes or patterns. (5 minutes)

Summary: FLS not only need to facilitate working relationships between staff of diverse backgrounds, but must also facilitate relationships between DSPs and family members and people receiving services. Family members and people receiving services will have had different levels of experience with people from diverse backgrounds and will be in varying places along the cultural continuum discussed in Module A. The FLS role is to find ways to introduce DSPs to the family, increase communication, and to the fullest extent possible include family members and people receiving services in the selection of DSPs in order to increase the family's comfort with the supports provided.

Unit B4: Conflict Resolution

This unit will take approximately 1 hour to complete. Please read through the material prior to beginning your presentation.

Facilitator Background to Unit: Although there are many benefits to a diverse workforce, a team made of members with different cultural backgrounds may experience internal conflict between members due to cultural misunderstanding, despite a supervisor's best efforts in creating a cohesive team. The supervisor can play an important role in helping team members resolve conflicts through mediation and thus strengthen the team.

Conflicts can occur between staff because of different values, assumptions, and perceptions, such as: gender roles, communication styles, etc. Some conflicts may be beyond a supervisor's ability to mediate because emotions are too high, or because one side does not have the power to resolve the conflict. For example, conflicts over religious beliefs may be unsolvable because they are highly emotional and devout practitioners of a religion and are unable to change their practices. It is important to remember that conflict is not necessarily bad, and the positive resolution of conflicts creates a stronger team.

Along with other factors (such as gender, age, work experience, etc.) supervisors need to consider the cultural backgrounds of the staff members in conflict in order to understand the communication styles and other cultural influences on the interactions between the supervisor and the staff members in conflict (e.g., What does it mean when the person nods his/her head? Is the person really offering his/her perspective or is s/he attempting to please the authority figure? Etc.). Attending to the cultural influences in communication, as well as to the possible cultural factors which may be underlying the conflict, will increase your ability to mediate a successful resolution to the conflict.

Activity B4-1: Conflict Mediation

* Adapted with permission from *50 Activities for Diversity Training*

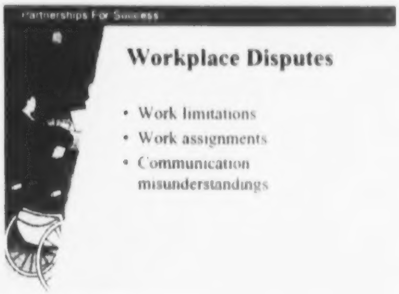
Facilitator Background Information: Co-workers of differing backgrounds can experience conflict over work assignments and roles, responsibilities, and from communication misunderstandings. For example, in some cultures, men do not cook and would never be expected to cook. Therefore, there may be conflict between a male co-worker from such a background and a female DSP who expects male DSPs to share fully in kitchen duties. Other conflicts may arise from misunderstandings stemming from language, gestures, or other practices which cause people to become angry or frustrated with each other. (For example, a typical hand gesture that Americans use to call people over to them is the same gesture used only for dogs in some African countries.) One DSP may value very direct and to-the-point communications with others, while another may find this rude, causing tension in their relationship. Conflict mediation skills give frontline supervisors the ability to address conflicts such as these in a manner that is fair and satisfactory to both sides. Effective conflict mediation will increase teamwork and productivity and decrease feelings of resentment which can lead to lowered morale.

The purpose of this activity is for participants to obtain a basic understanding of the conflict mediation process. Conflict mediation can be a useful tool for supervisors to handle misunderstandings that may occur between staff.

Time: 60 minutes

Facilitator Instructions

1. Show **Workplace Disputes** overhead. (Learner Guide, p. B18) Ask participants if they have encountered these or any other disputes between staff. Ask participants for examples of each situation.



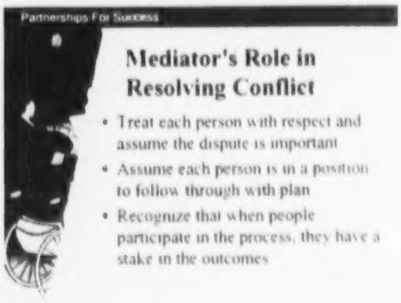
Partnerships For Success

Workplace Disputes

- Work limitations
- Work assignments
- Communication misunderstandings

Workplace disputes can stem from misunderstandings about work assignments (e.g., who is responsible for cooking, cleaning, helping people with personal cares), work limitations (e.g., people on shift who don't drive, can't lift, don't know CPR), and from misunderstandings stemming from communication differences (e.g., gestures such as pointing at people, other nonverbal communication such as eye contact or proximity, or different meanings for words or phrases). (5 minutes)

2. Show **Mediator's Role in Resolving Conflict** overhead. Let participants know that to be effective mediators they need to utilize the following skills and procedures. (Learner Guide, p. B18)



Partnerships For Success

Mediator's Role in Resolving Conflict

- Treat each person with respect and assume the dispute is important
- Assume each person is in a position to follow through with plan
- Recognize that when people participate in the process, they have a stake in the outcomes

· **Treat each person with respect and believe the dispute is important.**

Even though the conflict may seem trivial to you, the conflict is likely to be very important to the people involved, and emotions around the issue are likely to be high. Approach all persons in a manner which lets them know you see this as serious and are willing to address the problems with them in a way which recognizes the importance of the conflict to them.

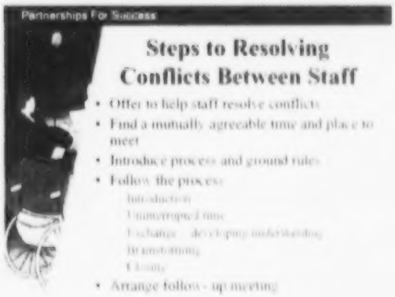
· **Have expectations that each person will follow through with the plan;**

This is an important part of empowering the parties in conflict.
The mediator must approach the process of resolving the conflict in a way which demonstrates to the parties that the mediator expects the conflict to be solved and that both parties will actively participate in finding a solution.

· **Recognize that when people participate in the process, they have a stake in the outcomes.**

If a supervisor tells people how to solve the problem, the underlying feelings of resentment will continue. The supervisor also runs the risk of being seen as unfair by at least one of the people. An imposed solution is also one that is less likely to be followed. It is necessary to the success of the outcome that both parties developed and agree to the plan.

Resolving conflicts respectfully and constructively can benefit all parties and can build relationships. (10 minutes)



Partnerships For Success

Steps to Resolving Conflicts Between Staff

- Offer to help staff resolve conflicts
- Find a mutually agreeable time and place to meet
- Introduce process and ground rules
- Follow the process
    - Introduction
    - Uninterrupted time
    - Exchange – developing understanding
    - Brainstorming
    - Closing
- Arrange follow - up meeting

3. Show **Steps to Resolving Conflicts Between Staff** overhead. (Learner Guide, p. B18) Use the following information to explain each step to the participants.

Steps to conflict mediation can include:

1.) Offer to help staff resolve their conflict - let them know that you will try to find a fair and mutually acceptable solution that each of them has the power, ability, and potential to pursue.

2.) Find a mutually agreeable time and place to meet - the meeting place should be one in which all parties feel comfortable, has some level of privacy, and at a time that is acceptable to all parties. The atmosphere should be positive and the mediator should give the feeling that s/he is willing to work with the parties to find a workable solution to the problem.

3.) Introduce process and ground rules - the ground rules include being respectful to the other party, letting each person have his/her say, and honestly trying and committing to finding a solution to the problem.

4.) Follow the process

Introduction
During the introduction time, mediators explain the mediation process to the parties in conflict that the role of the mediator is to ensure both parties get a chance to air their concerns and to come up with a mutually agreeable solution.

Uninterrupted time
Give each party a chance to air their concerns without interruptions from the mediator or from the other party. Set a time limit. Allow the same amount of uninterrupted time for the other party.

Exchange - developing understanding

The mediator should ask any questions s/he may have of either party and summarize each person's viewpoint - making clear each person's needs and values. Both participants should be in agreement over the basic understanding of the conflict and of each person's stance. If there is still some disagreement, then the mediator should continue to ask questions until the mediator has a clear understanding of each party's stance. This is the time to check everyone's perceptions about each other and attending to potential stereotyping.

Brainstorming

Ask the participants to list as many things they can think of as potential solutions to the problem. Tell the participants that, to begin with, no idea should be criticized or dismissed as unworkable. As a facilitator you will likely have to remind people how to brainstorm a few times before they let go of the tendency to analyze. Once the parties are no longer able to think of more options, discuss each idea for benefits and barriers. Any solution chosen must be feasible for both parties.

Closing

Help the participants develop a plan to implement the solution chosen. The plan should detail steps that need to be taken, by whom and should include a deadline for completion. The plan should include who should do what, when it will be done, where it will be done and how it will be done.

5.) Arrange follow- up meeting

This meeting can be used to check in with the resolving parties to see if the solution chosen solved the problem and if the process was effective. Do not dismiss participants without establishing a time to follow-up. (10-15 minutes)

4. Ask the participants to break into groups of three. Ask the 3 group members to decide who will be Person #1, Person #2, and Mediator. Distribute each role description to the appropriate person.

5. Ask each group to spend time working through the conflict using the steps outlined above. (20 minutes)

6. At the end of the time, facilitate a discussion around the mediation experience. Discussion questions could include: *How did you feel about this process? Was this process fair? What might the value of this approach be in the workplace? What are potential barriers or difficulties they might have in implementing this process?* (5 minutes)

B4-1 Summary: Human service settings rely on smoothly functioning teams to provide quality supports to people with developmental disabilities. Conflicts between team members can occur even in the best of circumstances, and may be exacerbated in a multicultural workteam, where members may have differing communication styles and personal values. Supervisors can use conflict mediation to assist team members in conflict sort through their problem and find workable solutions. Conflict mediation can be an effective tool for the FLS in managing a diverse workforce.

Roles for Conflict Scenarios

Person 1: You are a well-educated middle-aged male. Before you immigrated to the United States, you had a high-status job and were well-respected in your community. Women in your country tend to have roles that support people in positions of power. They do not take an active role in decision-making. Due to the regulations of licensing in this industry you are unable to perform your profession without further education in the U.S. You are currently employed as a DSP in a group home while you are going to school to update your credentials. You work with a female shift leader who is much younger. You have become angry by the way she treats you, believing that her attitude is bossy, condescending, and disrespectful, given your level of education and status.

Person 2: You are a 25-year old, female shift leader in a group home. One of the people on your shift is a man from another country who recently immigrated to the United States. You believe that he has language difficulties; therefore, when you give him directions you try to speak slowly, clearly and simply so that he understands what you are asking. You sense that he is angry, and that he doesn't want to take directions from you because you are a woman. This, in turn, makes you angry, because you believe this attitude is sexist.

Mediator: Two of your DSPs are angry at each other. The first, a middle-aged man from another country is accusing your shift leader of being bossy and of treating him in a condescending manner. The other, a shift leader, thinks the other is sexist and doesn't like taking directions from her because she is a woman.

Person 1: You are a woman new to the field and have never provided supports to people with disabilities before. In your native country, modesty is highly valued, and overly familiar contact between the sexes is frowned upon. You are anxious to learn your required duties and have enjoyed getting to know the people you support, however, one part of your job has been very difficult for you. One particular staff person always expects you to be the person who assists with showers and baths, because you are "new" and "don't know the programs yet." It is especially uncomfortable for you to assist one of the men with bathing, because he needs hands-on assistance. You feel you are violating your principles by having such close contact with a man. You told the co-worker that you didn't think it was fair to always have to do baths, and that she needed to do them.

Person 2: You are a woman who has born in the U.S. and has worked at the same group home for five years. You are very familiar with all of the consumers' needs and programs. When you work with new staff you split up the tasks by taking all of the program related tasks, which seem more complicated, and let the newer staff do more of the routine tasks, such as personal cares, until they are more familiar with the consumers and know all of the programs. A new co-worker, who recently came from another country, told you that you were being unfair and that she would not do any more baths. This made you angry and resentful, because you didn't think it was fair for her to refuse to do a job expected of everybody.

Mediator: A long-term DSP and a recently hired immigrant DSP are having difficulties working together in the evenings and on weekends. Both are accusing the other of being unfair. The long-term DSP is accusing the new DSP of refusing job responsibilities, while the new DSP is accusing the other of dumping all of the undesirable tasks on her.

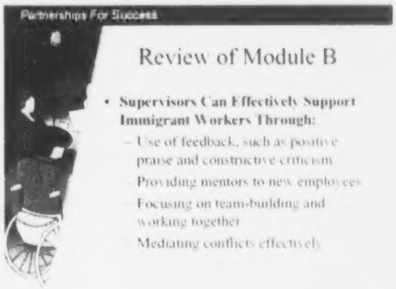
Summary and Closing

Facilitator Background Information: The purpose of this session is to provide a brief summary of the material covered in Module B; a brief overview of what will be covered in Module C; provide participants a chance to ask any questions; and allow time to make any closing comments.

Time: 10 minutes

Facilitator Instructions

1. Show participants the **Review of Module B** overheard. (Learner Guide, p. B19) Remind participants that using best practices in supervisory techniques will make them more effective supervisors of both immigrant workers and other staff. Supervisors can effectively support immigrant workers through use of feedback, such as positive praise and constructive criticism, providing mentors to new employees, focusing on team-building and working together, and mediating conflicts effectively.

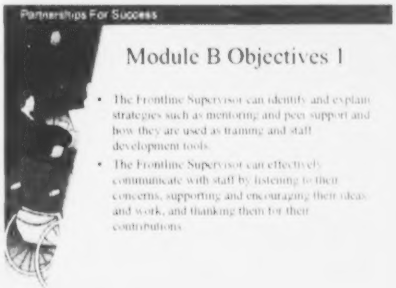


Partnerships For Success

Review of Module B

- **Supervisors Can Effectively Support Immigrant Workers Through:**
  - Use of feedback, such as positive praise and constructive criticism
  - Providing mentors to new employees
  - Focusing on team-building and working together
  - Mediating conflicts effectively

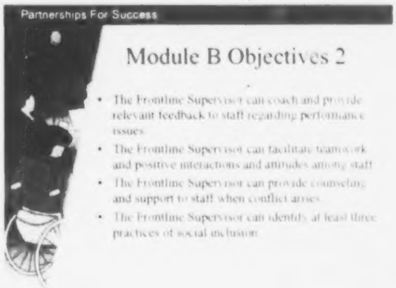
2. Show participants the **Objectives of Module B Objectives 1 and 2** overheads. (Learner Guide, p. B19) Review the competencies covered in the module with the participants. Tell participants that by completing all of the exercises and homework assignments in the module, they should be able to demonstrate increased competencies in the following areas:



Partnerships For Success

Module B Objectives 1

- The Frontline Supervisor can identify and explain strategies such as mentoring and peer support and how they are used as training and staff development tools.
- The Frontline Supervisor can effectively communicate with staff by listening to their concerns, supporting and encouraging their ideas and work, and thanking them for their contributions.



Partnerships For Success

Module B Objectives 2

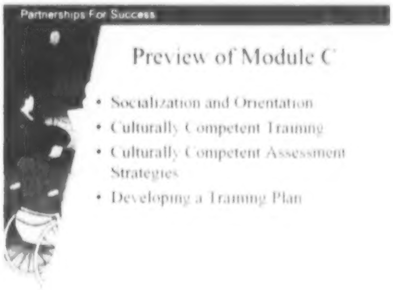
- The Frontline Supervisor can coach and provide relevant feedback to staff regarding performance issues.
- The Frontline Supervisor can facilitate teamwork and positive interactions and attitudes among staff.
- The Frontline Supervisor can provide counseling and support to staff when conflict arises.
- The Frontline Supervisor can identify at least three practices of social inclusion.

- The Frontline Supervisor can identify and explain strategies such as mentoring and peer support and how they are used as training and staff development tools.

- The Frontline Supervisor can effectively communicate with staff by listening to their concerns, supporting and encouraging their ideas and work, and thanking them for their contributions.
- The Frontline Supervisor can coach and provide relevant feedback to staff regarding performance issues.
- The Frontline Supervisor can facilitate teamwork and positive interactions and attitudes among staff.
- The Frontline Supervisor can provide counseling and support to staff when conflict arises.
- The Frontline Supervisor can identify at least three practices of social inclusion.

Also explain to the participants that their supervisor may ask them to demonstrate what they have learned in the class through action plans and other demonstrations of increased skills and knowledge.

3. Show participants the **Preview of Module C** overhead. (Learner Guide, p. B19) Explain to participants that in **Module C**, they will learn about socialization and orientation, culturally competent training, culturally competent assessment strategies and will develop a training plan.



Partnerships For Success

Preview of Module C

- Socialization and Orientation
- Culturally Competent Training
- Culturally Competent Assessment Strategies
- Developing a Training Plan

4. Ask participants if they have any unanswered questions. Hand out any evaluation forms the agency uses. Follow up on any agency-specific information related to the training (e.g., participants' discussions with supervisors about implementation of action plan steps, etc.)

5. Thank the participants for coming.

Module B References and Additional Resources List

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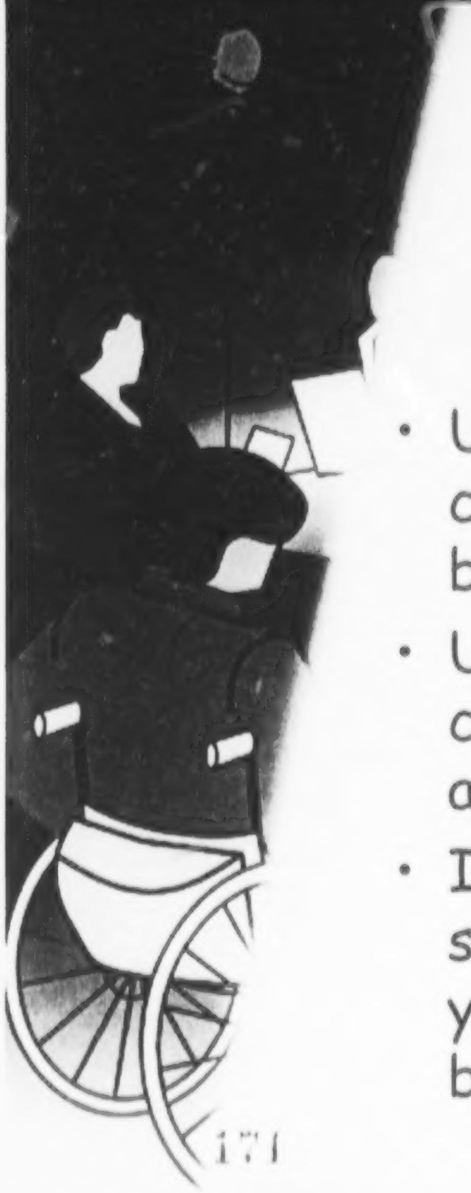
Module B

Overhead Masters



Power of Diversity Curriculum Objectives

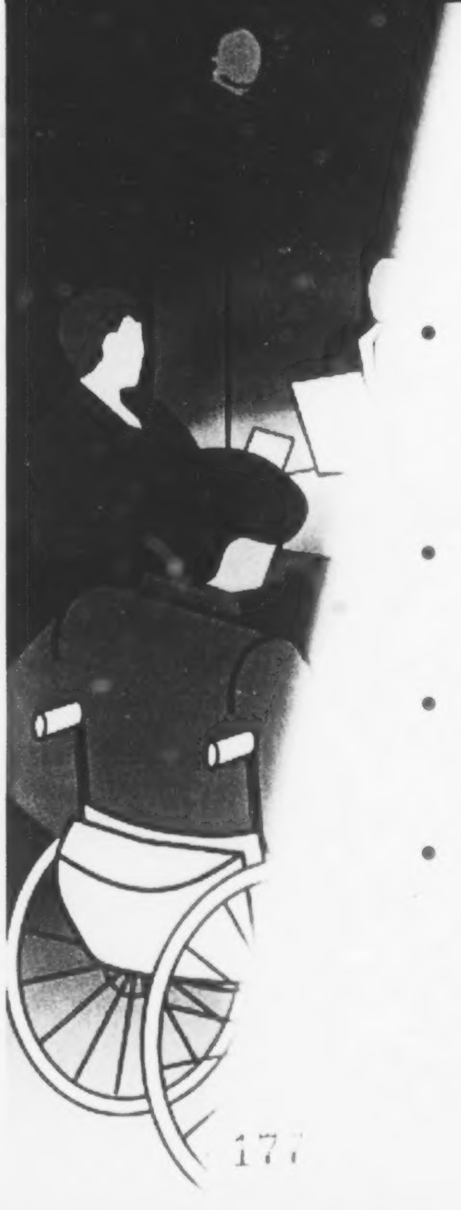
- Understand culture and its impact on communication, interactions, and within the broader context of the work environment.
- Use communication, team-building, and conflict-resolution strategies in a way that acknowledges and respects diversity.
- Implement training strategies that facilitate successful entry of the immigrant worker into your organization and encourage competency-building of the immigrant worker.

Power of Diversity
Curriculum Objectives

- Identify recruitment strategies that promote a diverse workforce and tap unique recruitment sources and opportunities within the community.
- Identify and implement strategies to make the interviewing process more culturally competent.
- Model culturally competent behavior and serve as a change agent toward increased cultural competence in your organization

Module B Objectives 1

- The Frontline Supervisor can identify and explain strategies such as mentoring and peer support and how they are used as training and staff development tools.
- The Frontline Supervisor can effectively communicate with staff by listening to their concerns, supporting and encouraging their ideas and work, and thanking them for their contributions.



Module B Objectives 2

- The Frontline Supervisor can coach and provide relevant feedback to staff regarding performance issues.
- The Frontline Supervisor can facilitate teamwork and positive interactions and attitudes among staff.
- The Frontline Supervisor can provide counseling and support to staff when conflict arises.
- The Frontline Supervisor can identify at least three practices of social inclusion.

Partnerships For Success

Session Agenda

- Reviewing Your Progress
- Feedback
- Mentoring
- Team-Building
- Conflict Resolution

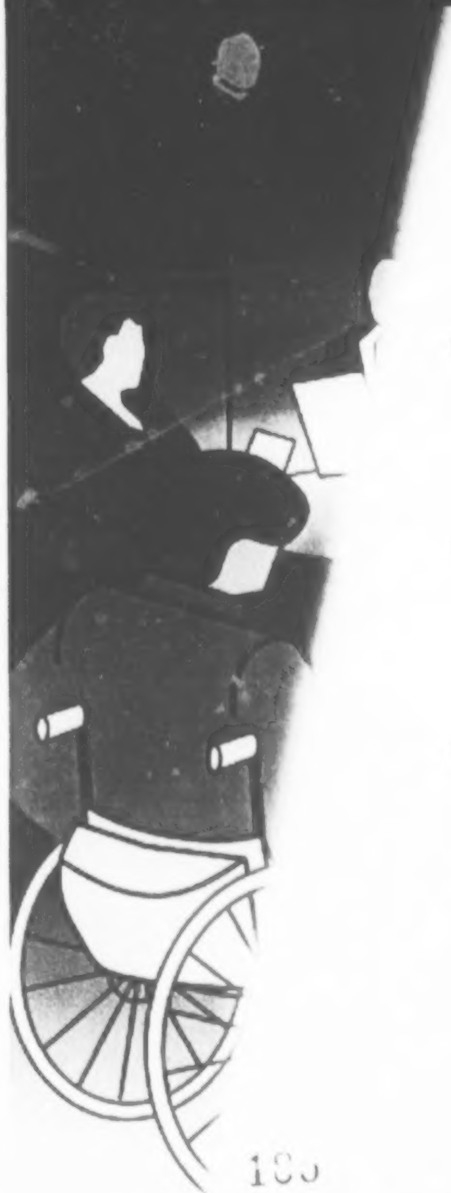
Categories of Slang

- Sports
- Western or cowboy talk
- Clothing
- Parts of the body

Feedback

- Addresses specific behavior
- Occurs frequently
- Happens soon after behavior
- Is positive praise and constructive criticism
- Constructive criticism should always be paired with a positive statement

(ASTD, 1990)



Positive Praise

- Addresses specific, observable behavior
- Should be delivered in a culturally appropriate manner
- Should occur as soon as possible after the behavior.

(ASTD, 1990)

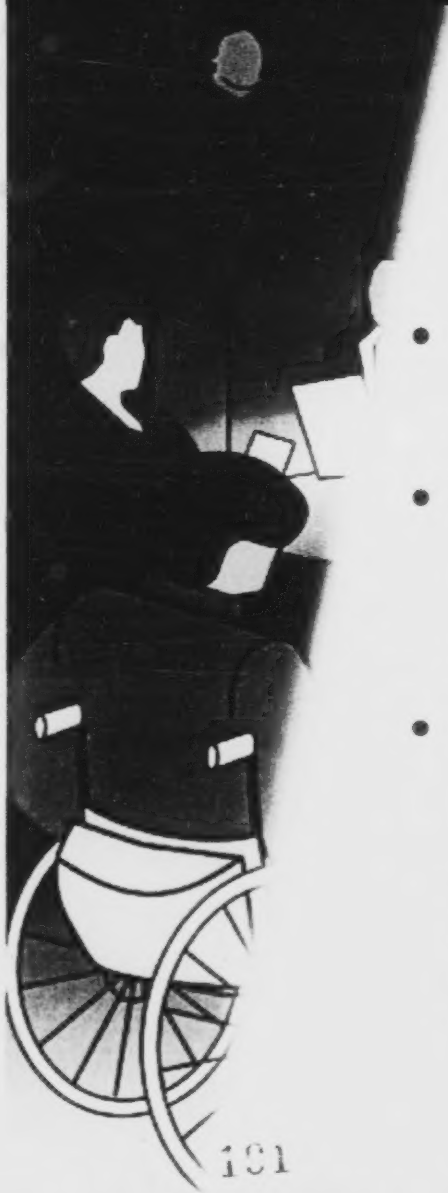
Constructive Criticism

- Should address a specific behavior
- Should address behaviors DSP has authority/power to change
- Should include a specific plan for changing behavior
- Should include explicit instructions about desired behavior
- Begins and ends with a positive statement about DSP performance

(ASTD, 1990)

Benefits of Mentors

- Strengthens new DSP skills
- Recognizes excellent DSPs
- Improves quality of support
- Provides immigrant workers a safe place to seek help
- Allows for native language instruction



What is a Team?

- Any group of people who need each other to accomplish a result (Senge, 1994)
- A collection of people who rely on group collaboration to experience success and reach goal achievement (MN DHS, 1993)
- A group of people who collaborate on a regular basis, share mutual interests, and achieve success via a common purpose and jointly developed and agreed-upon goals (Sauer, 1994)

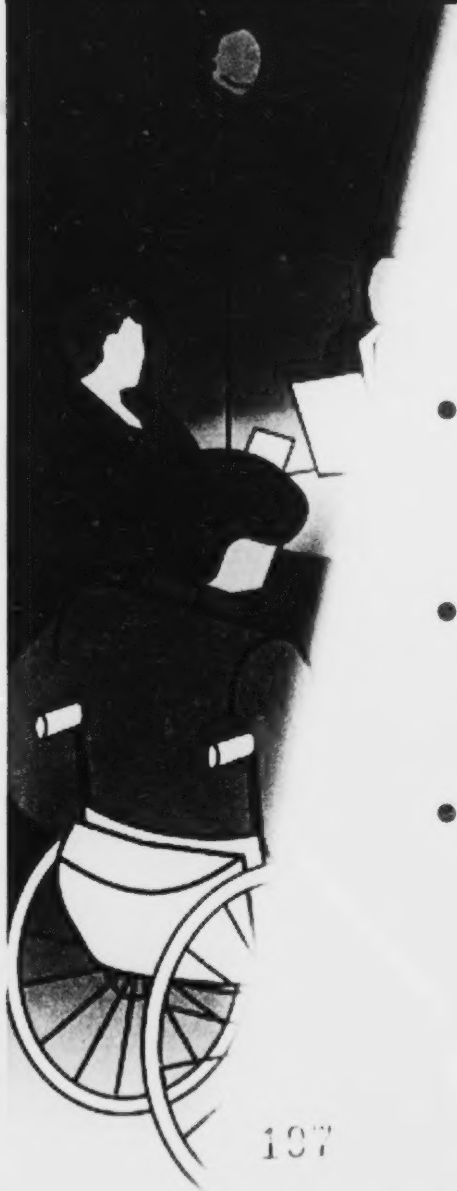
Interaction Styles

- **The Individualist**
  - Likes challenging projects, working alone, independent success, respects initiative and individual decision-making
- **The Group-Oriented Member**
  - Likes shared work, group consensus decision-making, group has precedence over the individual, interested in long-term goals, values authority, honors elders
- **The Uncertainty Avoider**
  - Desire for advancement may not be as strong as others, avoids conflict, doesn't like pushy people, intolerant of ambiguity, prefers consensus decision-making, values security over success
- **The Leader Needer**
  - Likes having a strong leader and having someone be clear about giving direction, uncomfortable with a consultative management style, comfortable with leaders having special privileges
- **The Achiever**
  - Desires success, believes competition gets results, group relationships not important, will push people to work harder
- **The Nurturing Member**
  - Likes to have good relationships with group, place more emphasis on group activity, avoids competition within the group, wants to be liked by group members

(ASTD, 1990)

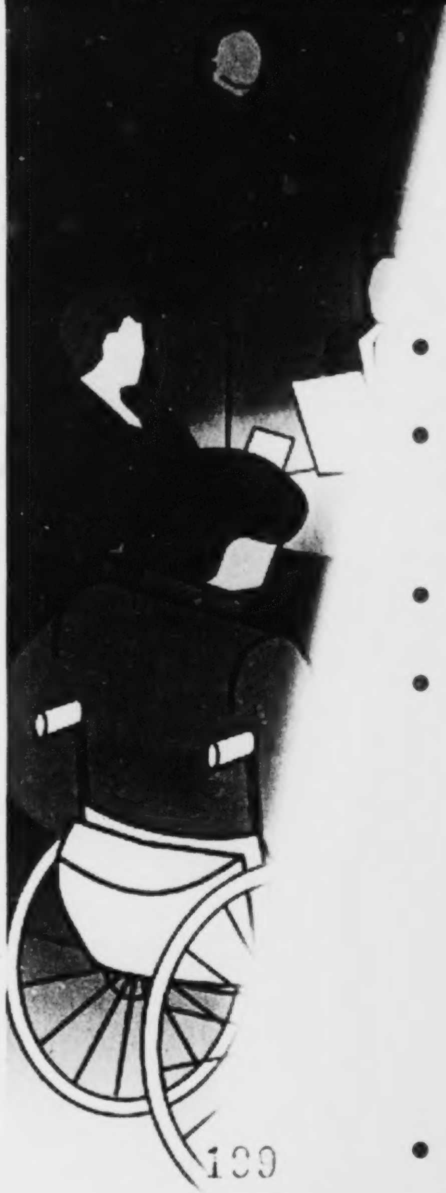
Workplace Disputes

- Work limitations
- Work assignments
- Communication misunderstandings



Mediator's Role in Resolving Conflict

- Treat each person with respect and assume the dispute is important
- Assume each person is in a position to follow through with plan
- Recognize that when people participate in the process, they have a stake in the outcomes



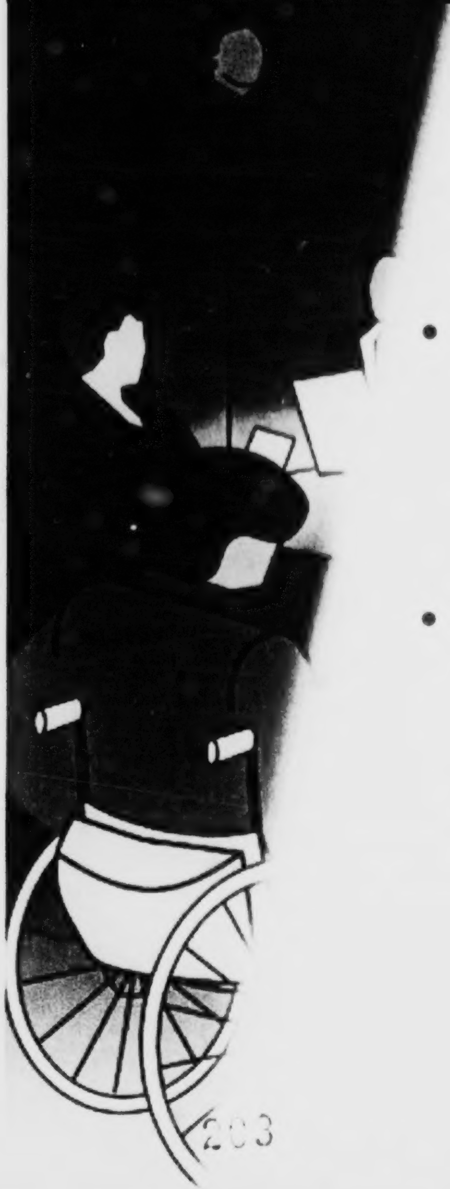
Steps to Resolving Conflicts Between Staff

- Offer to help staff resolve conflicts
- Find a mutually agreeable time and place to meet
- Introduce process and ground rules
- Follow the process
  - Introduction
  - Uninterrupted time
  - Exchange – developing understanding
  - Brainstorming
  - Closing
- Arrange follow- up meeting

Eight Steps to Conflict Resolution

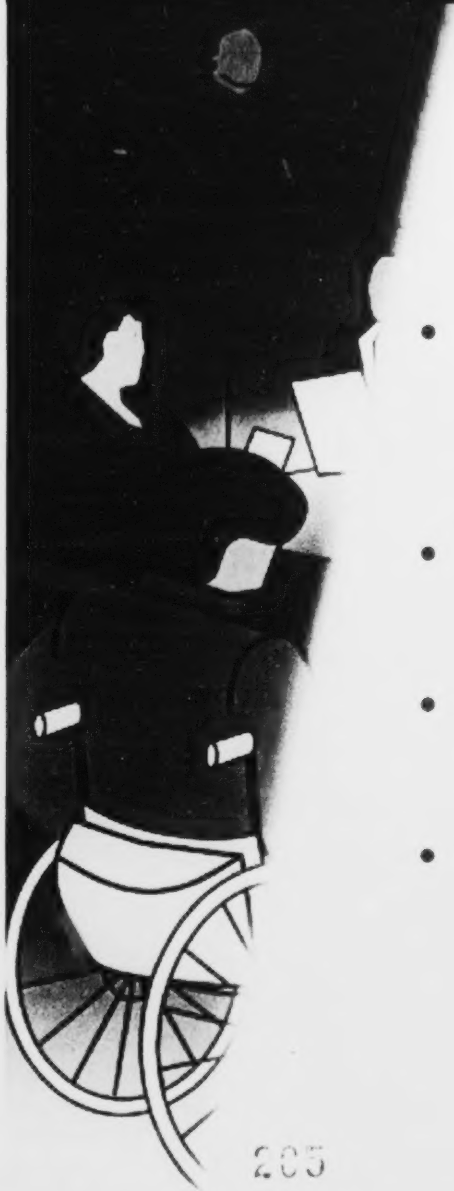
- Create a conducive atmosphere
- Clarify perceptions
- Focus on individual and shared needs
- Build shared positive power
- Look to the future, learn from the past
- Generate options
- Develop "do-ables"
- Make mutual benefits agreements

(Weeks, 1992)



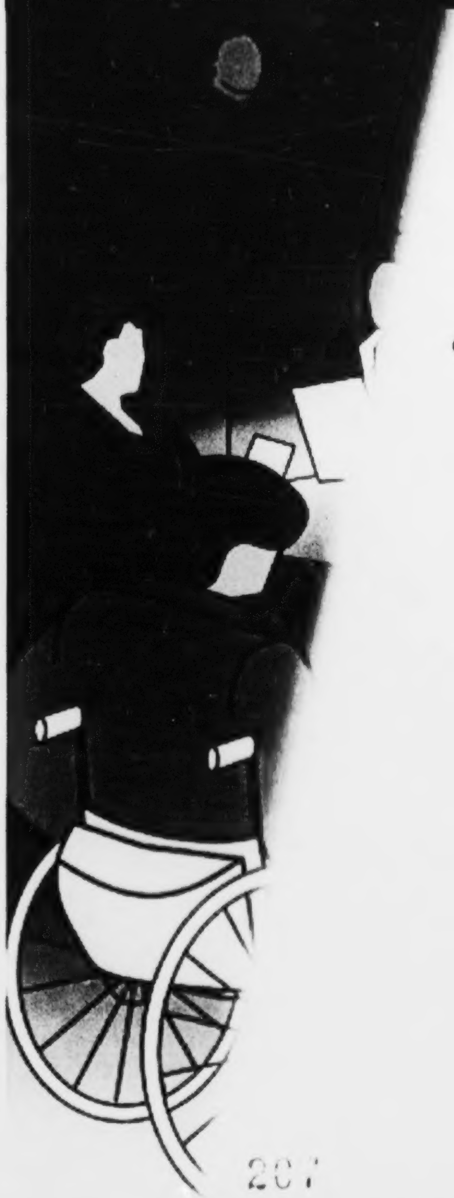
Module B Objectives 1

- The Frontline Supervisor can identify and explain strategies such as mentoring and peer support and how they are used as training and staff development tools.
- The Frontline Supervisor can effectively communicate with staff by listening to their concerns, supporting and encouraging their ideas and work, and thanking them for their contributions.



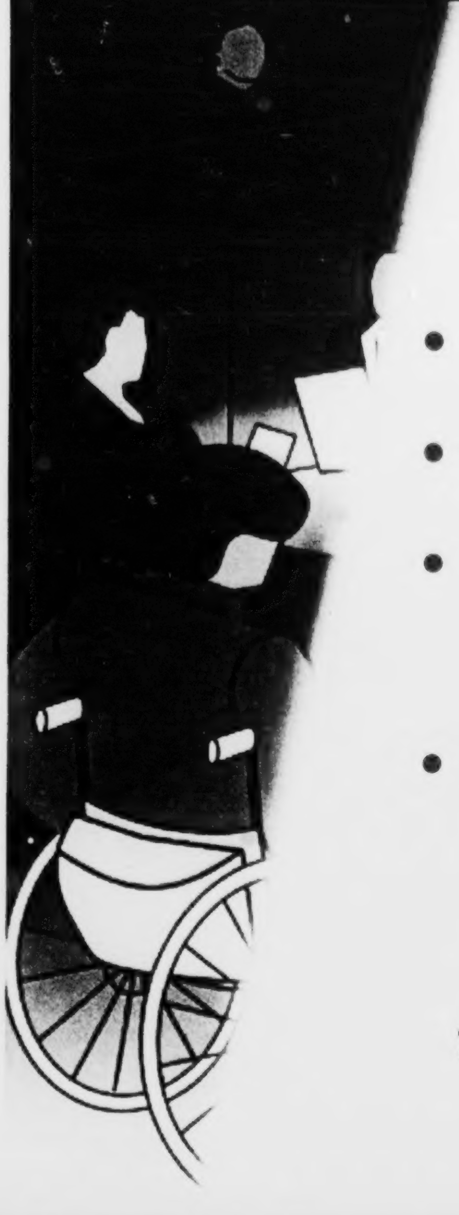
Module B Objectives 2

- The Frontline Supervisor can coach and provide relevant feedback to staff regarding performance issues.
- The Frontline Supervisor can facilitate teamwork and positive interactions and attitudes among staff.
- The Frontline Supervisor can provide counseling and support to staff when conflict arises.
- The Frontline Supervisor can identify at least three practices of social inclusion.



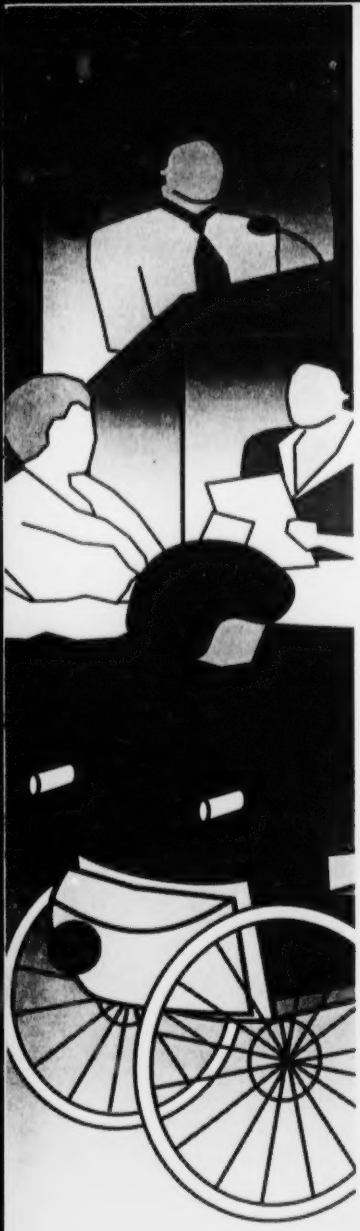
Review of Module B

- **Supervisors Can Effectively Support Immigrant Workers Through:**
  - Use of feedback, such as positive praise and constructive criticism
  - Providing mentors to new employees
  - Focusing on team-building and working together
  - Mediating conflicts effectively



Preview of Module C

- Socialization and Orientation
- Culturally Competent Training
- Culturally Competent Assessment Strategies
- Developing a Training Plan



Module C:

Orienting and Training the Immigrant Worker

FACILTATOR GUIDE

Introduction and Participant Competencies

In the previous modules you examined your personal level of cultural competence and learned strategies to assist you in supporting a diverse workforce such as team building, mentoring, and conflict resolution. You have also reflected on the challenges and successes that you and other supervisors may encounter as you strive to develop culturally competent supervisory skills. This module will help you to identify and use efficient orientation and training strategies to address the specific training needs of the immigrant worker and prepare them to effectively participate in the teams you supervise.

The ability of the supervisor to provide effective training and orientation is critical to the success of all new employees and can be especially critical to the success of immigrant workers. Many immigrants are in the process of learning things about a new culture that natives take for granted. Supporting immigrant workers as they are learning aspects of the culture, such as language and norms, as well as the roles and responsibilities of a new position, calls for creativity in training and a supportive team environment.

Immigrants come to the U.S. and to their new positions with varying degrees of exposure to people with disabilities and with varied cultural experiences related to the opportunities provided to and roles experienced by people with disabilities in their countries of origin. In fact, some immigrant workers have reported that until the first day on their new job as a direct support professional they had never even seen a person with a disability. Disability culture is very different in various cultures and not only are immigrant workers learning about American language, norms and traditions they are also being exposed perhaps to new cultural expectations and norms regarding people with disabilities.

This module begins with an activity that provides an opportunity for participants to reflect on their cross-cultural work experiences and to discuss the benefits and challenges of utilizing a diverse workforce. After this activity, the participant will explore the challenges of orientation and training programs for immigrant workers and will develop strategies to address these challenges. They will create orientation and training that prepare the immigrant worker to provide quality support services for persons with developmental disabilities. Finally, participants will learn about conducting culturally competent assessments of job performance of direct support professionals.

This module provides basic information about training and assessment but is not intended to be a comprehensive course on either of these topics. More in-depth training on these topics will be provided in the Recruitment and Retention Curriculum of the Partnerships for Success Series. This module assumes the participants will have a basic understanding of training and assessment concepts and will be looking at ways to adapt their practices to better address the needs of immigrant workers.

This module will take approximately 6 hours and 30 minutes to complete.

By completing this section, the participants will be able to demonstrate the following competencies:

- Use effective approaches to teach and coach direct support professionals to achieve necessary direct support competencies.
- Provide orientation and can answer questions of new staff through a variety of formal and informal instructional and learning activities.
- Explain the culture of disability in the United States and current models of service delivery to persons with developmental disabilities.
- Explain roles and responsibilities of direct support professionals and the ethics that guide their work (i.e., personal physical space, imposing beliefs vs. encouraging independent thinking).
- Provide information on organizational culture and norms.
- Provide competency-based training.
- Identify important content to include in training, including information related to cultural norms that may be important for immigrant workers.

Arrangement and Materials

Room Set-up:	• Participants sit in an informal style that promotes interaction (at round tables seating 4 to 5)	
Materials:	• flipchart • water-based markers • nametags	• overhead projector • transparency markers • 5-6 *Community Supports Skill Standards* Books
Overheads:	• Power of Diversity Curriculum Objectives • Objectives of Module C 1 • Objectives of Module C 2 • Session Agenda • Experiences of Exclusion • Culturally Competent Orientation Practices • Immigrant Experiences • Co-Worker Experiences • Effective Training Strategies	• Multi-modal Training • Effectiveness of Training Modes • Self-Paced Learning Strategies • Competency-based Training • Formal Assessment Strategies • Informal Assessments • Training Topic Areas • Summary of Module C • Objectives of Module C 1 • Objectives of Module C 2 • Preview Module D
Worksheets/ Handouts/Info Sheets:	• The Way It Is: The Real Issues (Small Group Response Form) • Inclusive Practices Action Steps • Community Support Skill Standards (CSSS) • Training and Assessment Plan Worksheet • Training and Assessment Outcomes Worksheet • Training Topic Areas Packet	
Time:	• Approximately 6 hours and 30 minutes	

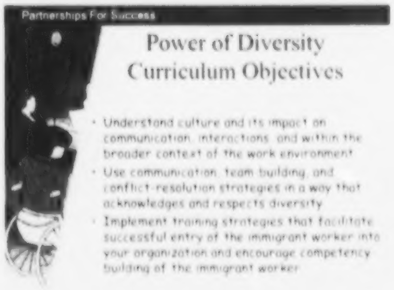
Housekeeping and Agenda Review

Time: 10 minutes

Facilitator Instructions

1. Provide housekeeping information to participants to help them feel comfortable in the training environment. This could include the location of restrooms, phones, break times, and other pertinent information.

2. Show participants the **Power of Diversity Curriculum Objectives** overhead. (Learner Guide, p. C3) Briefly review the objectives with participants. Use the information in the Introduction, also.

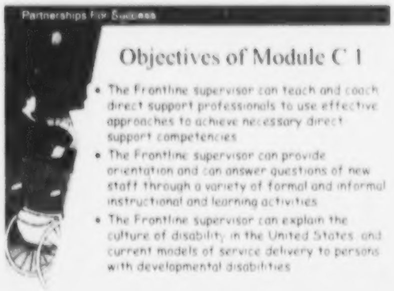


Partnerships For Success

Power of Diversity Curriculum Objectives

- Understand culture and its impact on communication, interactions, and within the broader context of the work environment
- Use communication, team building, and conflict-resolution strategies in a way that acknowledges and respects diversity
- Implement training strategies that facilitate successful entry of the immigrant worker into your organization and encourage competency building of the immigrant worker

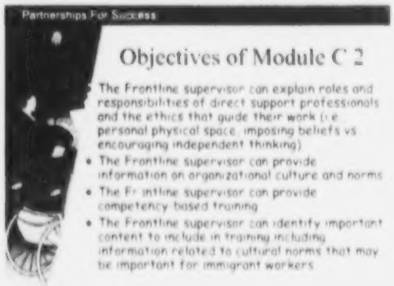
3. Show **Objectives of Module C 1 and 2** overheads. (Learner Guide, p. C3) Briefly review the objectives for the session. Use the information in the Introduction, also.



Partnerships For Success

Objectives of Module C 1

- The Frontline supervisor can teach and coach direct support professionals to use effective approaches to achieve necessary direct support competencies
- The Frontline supervisor can provide orientation and can answer questions of new staff through a variety of formal and informal instructional and learning activities
- The Frontline supervisor can explain the culture of disability in the United States, and current models of service delivery to persons with developmental disabilities

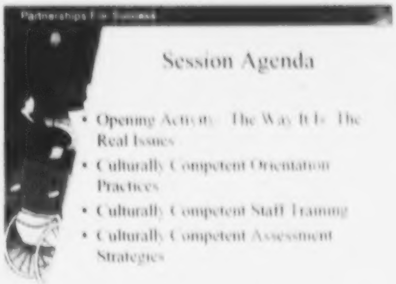


Partnerships For Success

Objectives of Module C 2

The Frontline supervisor can explain roles and responsibilities of direct support professionals and the ethics that guide their work (i.e. personal physical space, imposing beliefs vs encouraging independent thinking)
- The Frontline supervisor can provide information on organizational culture and norms
- The Frontline supervisor can provide competency based training
- The Frontline supervisor can identify important content to include in training including information related to cultural norms that may be important for immigrant workers

4. Show **Session Agenda** overhead. (Learner Guide, p. C3) Briefly describe the topics covered in Module C to the participants. Use the information in the Introduction, also.



Partnerships For Success

Session Agenda

- Opening Activity: The Way It Is: The Real Issues
- Culturally Competent Orientation Practices
- Culturally Competent Staff Training
- Culturally Competent Assessment Strategies

5. Remind the participants of the training expectations/norms.
    a) Be considerate and respectful of others and their opinions.
    b) Use active listening skills.
    c) Be on time.
    d) Other expectations discussed by the group in the last session.

Opening Activity - The Way It Is: The Real Issues

*Adapted with permission from *50 Activities for Diversity Training* by Jonamay Lambert and Selma Myers. HRD Press, 1994.

Facilitator Background Information: This activity is designed to provide participants an opportunity to reflect on material learned in **Modules A** and **B**, and their experiences in applying these skills in their workplace after they received training. Before presenting specific training strategies and topics, it is important that the learner recall elements of successful cross-cultural communication, how culture impacts communication and interactions, and reflect on how successfully they have been able to apply the concepts learned in previous modules. However, if participants have not received training on **Modules A** and **B**, they will still be able to learn the material in this unit by applying their work experiences to these concepts. This activity then will not reflect on their application of skills from **Module A** and **B**, but simply on their cross-cultural work experiences.

This activity should be a starting point for further discussion of the "application" of skills and strategies that encourage cultural competence in working with diverse populations. This module will present training strategies in which the learner will need to incorporate such skills.

As an instructor if it has been a while since you taught **Modules A** and **B** you may need to review the skills that were taught to assist Frontline Supervisors in developing cultural competence. In fact, you may even want to review those concepts with participants if it has been a while since attending this training.

The purpose of this activity is to reflect on past cross-cultural interactions and then to examine these interactions, considering elements of these interactions that make them effective or ineffective.

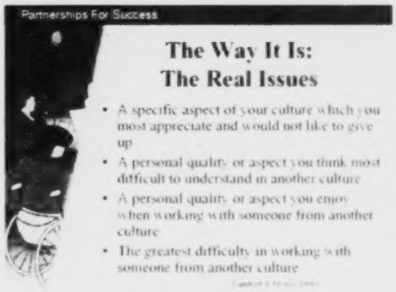
Time: 45 minutes - 1 hour

Facilitator Instructions

1. Explain to participants that the purpose of this activity is to discuss some of the benefits and challenges of working with someone from another culture, and to reflect on their past cross-cultural experiences, emphasizing what made them successful or unsuccessful. Participants can identify behaviors or skills that made some interactions better than others.

2. Ask participants to divide into small groups of 3-4 persons.

3. Ask participants to turn to **The Way It Is: The Real Issues (Small Group Response Form)** found in the Learner Guide (p. C4). Ask participants to work in their small group, sharing responses with each other regarding the discussion questions. Give participants 5 minutes to write answers to the questions on their worksheet. Then ask groups to discuss their responses together for the next 5-10 minutes. Each member of the group should provide only one response to each question in order to allow time for all members to participate. (15 minutes)



Partnerships For Success

The Way It Is:
The Real Issues

- A specific aspect of your culture which you most appreciate and would not like to give up
- A personal quality or aspect you think most difficult to understand in another culture
- A personal quality or aspect you enjoy when working with someone from another culture
- The greatest difficulty in working with someone from another culture

Discussion Questions

1. What is a specific aspect of their culture which they most appreciate and would not like to give up?
2. What is a personal quality or aspect they think is most difficult to understand in another culture?
3. What is a personal quality or aspect they think is most enjoyable in working with someone from another culture?
4. What is the greatest difficulty in working with someone from another culture?

4. Once participants have had a chance to reflect on cultural issues ask them to share with each other in their small group their "finest hour" or their most effective handling of a conflict, or critical incident that stemmed from cultural misunderstanding. They should briefly describe the situation, their role, the action taken, the results, and the main reason why the action was effective. (15 minutes)

5. As a small group, participants should choose one of the individual "finest hour" stories to share with the larger group. The group should also identify the person who will later report the story to the large group.

6. Go around the room and ask each group to report their story of "biggest success" to the large group. Ask participants to identify strategies or elements of the interaction that contributed to its success. Highlight these by writing on flipchart under the heading "Success". You may wish to discuss those that have been discussed earlier in the curriculum and affirm participants for applying these skills. (5-10 minutes)

7. Ask participants to describe to one another their "biggest challenge," something which was inappropriate (perhaps explosive, confusing, resented, laughed at, etc.) when handling a misunderstanding or conflict related to a cultural difference. They should describe the situation, their role, the action taken, the results, and why they consider it a "challenge." (15 minutes)

8. As a small group, participants should choose one of the "challenge" stories to share with the larger group. The group should also identify the person who will later report the story to the large group.

Facilitator's Note: Many of these elements have been discussed earlier in previous modules and could include cross-cultural communication skills, components of conflict resolution strategies, or elements such as trust, constructive feedback, active listening, and flexibility. You may need to give the group a few reminders about these elements as you observe their small group interactions/discussions, particularly if it appears the groups are having difficulty identifying why the blunder occurred.

9. Go around the room and ask each group to report its story of "biggest challenge" to the large group. Ask participants to identify what made it unsuccessfull (i.e., poor communication, lack of trust, cultural misunderstanding.) Highlight these by writing on flipchart under the heading "Challenges." (5-10 minutes)

The Way It Is: The Real Issues Summary: Supervisors should keep these successful strategies in mind as they move forward in this module and learn more about training and orientation skills for a diverse workforce. The basic concepts of effective cross-cultural communication will need to be applied on an ongoing basis and should be incorporated into training practices to make them most effective.

The Way It Is: The Real Issues
Small Group Response Form

1. What is a specific aspect of your culture which you most appreciate and would not like to give up?

2. What is a personal quality or aspect you think is the most difficult to understand in another culture?

3. What is a personal quality or aspect you find most enjoyable in working with someone from another culture?

4. What is the greatest difficulty you have experienced working with someone from another culture?

Unit C1: Orientation for a Diverse Workforce

This unit should take approximately 45 minutes. Please read all the material prior to beginning your presentation.

Facilitator Background Information to Unit: Orientation for a new employee sets the tone for the experience that the new employee will have within your organization. It provides an avenue to identify future training and role expectations of the new employee. A successful orientation can contribute to a good learning environment which is necessary for the new employee to feel a part of the organization and begin to feel valued as an employee. Conversely, an orientation process that is rushed, and does not provide the type of information that encourages a new employee to feel a part of the organization does not prepare the new employee for success.

The orientation process has a number of purposes, but overall it should send the message to the new employee that they are welcomed and appreciated as a new worker. An effective orientation program provides a background on the organization's goals, philosophies, mission, services, structure, in addition to the standard personnel, policies and procedures. (ASTD, 1990) A critical objective of the orientation process that is often overlooked is to communicate the work and behavioral expectations of employees. If a new employee knows exactly what is expected of him/her, it is much easier to meet those expectations. Often however, it is assumed that a staff person knows what we expect, when really the staff person is still trying to determine how to understand our expectations. When we are not clear about expectations during orientation, ambiguity may result for the new employee.

For the immigrant worker, creating a successful, clear and welcoming orientation is critical. Remember, many immigrants are new to the United States, are still trying to understand aspects of the American culture and may have English as a second language which can result in communication difficulties. Thus, taking the time to create an orientation program that specifically accommodates the need of immigrant workers is important.

There are a number of ways to develop and conduct a successful orientation program, including structured and purposeful job shadowing, providing information based on the individual's experience, and in an interactive way, using storytelling to illustrate different skills needed or the types of problem-solving an individual may have to do. Lastly, it is helpful to pace the information being presented. Providing an overview of everything at once and then sending the worker off to visit a program is less meaningful than providing information on a topic that is applicable to the individual's initial work tasks. In this way the individual has an opportunity to experience a situation and apply the information s/he just received.

These different strategies to successful orientations can be especially meaningful to an immigrant worker. The feedback received from immigrant workers shows that one of the biggest barriers they feel they face is not feeling welcomed and included in their new environment. The orientation process is the place to begin to ensure that all staff, regardless of background or ethnicity feel that they are welcomed and appreciated as a new member of the organization.

The purpose of this unit is to explore the benefits of inclusive practices in orientation, for both the organization and immigrant worker, and discuss strategies to welcome and be socially inclusive of all new staff.

C1-1: Inclusion/Exclusion

*Adapted from *50 Activities for Diversity Training* by Jonamay Lambert and Selma Myers. HRD Press, 1994.

Facilitator Background Information: Focus groups of immigrant workers from community service provider agencies reported that one of the most difficult parts of their jobs was feeling excluded by other staff members. Immigrant workers reported that they were left out of social activities, ignored, avoided, and were often dealt with impatiently by other staff members. Immigrant workers also reported that people often made assumptions about them (such as about their ability to speak English, educational level, etc.), instead of asking questions and trying to learn more about them.

The purpose of this exercise is to give the FLS a chance to reflect on the experience of being excluded, and to develop strategies they can use to encourage the inclusion of immigrant workers in their worksites.

Time: 30 minutes

Facilitator Instructions

1. Ask participants to form groups of 3-4 people.

2. Have one volunteer from each group leave the room.

3. Explain to the remaining group members that their job is to make the other group member feel excluded when s/he returns. Offer suggestions such as arranging their chairs so the other person has a hard time sitting with the group, stopping conversations when the person joins the group, make plans that don't include the other person, avoiding eye contact, inside jokes, use slang, etc. Make sure the groups understand that they should still be polite to the other member, but that their job is to interact with the other person as little as possible.

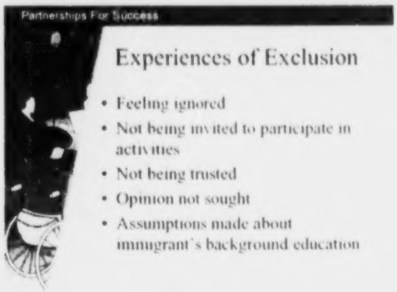
4. Meet with the excluded group members and explain that they are to rejoin their groups, and give them one of the following tasks to accomplish. Tasks assignments include:

- learning more about resident programs,
- getting instructions on how to prepare a meal,
- learning about company vacation and sick time policy, etc.

5. Invite the excluded group members to rejoin the group. Ask groups to carry out the exercise. (5 minutes)

6. Ask participants to return to the large group. Ask the excluded group members to use one-word descriptions of how they felt during the exercise (e.g., frustrated, angry, confused, annoyed).

7. Show **Experiences of Exclusion** overhead. (Learner Guide, p. C7) Tell participants that these are experiences reported by immigrant workers at community service agencies in Minnesota. *How do these experiences compare to the way you felt during this activity?*



Partnerships For Success

Experiences of Exclusion

- Feeling ignored
- Not being invited to participate in activities
- Not being trusted
- Opinion not sought
- Assumptions made about immigrant's background education

8. Ask the participants what the workplace implications might be for workers who feel excluded. Record answers on flipchart (e.g., high turnover rates, poor job performance, tension between staff, low morale).

9. Discuss with participants ways they have been inclusive or exclusive of their immigrant coworkers. *Do you see this type of exclusion in your work place? Do you think staff intend to exclude immigrant workers? What is this based on -fear? -distrust? -too busy?* Especially seek the differences between other new workers and immigrant workers. *Who takes longer to fit in? Why?*

   It is important that frontline supervisors understand that it is not simply the behavior of excluding or including new staff, but it is also that attitude or beliefs that guide this behavior. It is possible that staff are excluding new immigrant workers simply because they don't know how to interact with them socially. Exploration may be necessary for a supervisor to understand the cause of exclusionary behavior among staff. While you as a supervisor need to facilitate and promote inclusive behavior for staff, you may also need to identify underlying issues and address these as needed through further education, or training.

10. Ask participants to create a list of ways to be more inclusive of immigrant workers. Examples include: making frequent invitations to participate in social events, making a point to include immigrants in conversations, showing interest in the immigrant worker's background and experience, recognizing a variety of holidays, sharing news from home countries and family events through staff meetings/ newsletters, sharing recipes, etc. Record these on flipchart. (5 minutes)

11. Ask the participants to write down three steps they can take in the next month at their worksite to help immigrant workers feel included, using the **Inclusive Practices Action Steps** worksheet. (Learner Guide, p. C8) (5 minutes)

Inclusive Practices
Action Steps

Identify three action steps that you as a supervisor will take in your organization to promote inclusive practices within your work team.

1. What action will you take?

   1a. Who will be involved?

   1b. What is your timeframe?

2. What action will you take?

   2a. Who will be involved?

   2b. What is your timeframe?

3. What action will you take?

   3a. Who will be involved?

   3b. What is your timeframe?

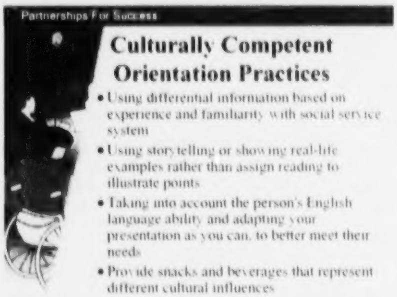
C1-2: Culturally Competent Orientation Practices

Time: 10 Minutes

1. Facilitate discussion around culturally competent orientation practices, using the following prompts: *How inclusive are your orientation practices? Are they geared toward persons of different ethnic backgrounds? Does the physical environment of your organization show that it values diversity? What are some ways that you can make the orientation process more culturally competent?*
   List the responses on a flipchart. (5 minutes)

2. Show **Culturally Competent Orientation Practices** overhead. (Learner Guide, p. C9)

   Compare the responses to the list on the overhead. Response could include ideas such as:
   - Using differential information based on experience and familiarity with social service system.
   - Using storytelling or showing real-life examples rather than assign reading to illustrate points.
   - Taking into account the person's English language ability and adapting your presentation as you can, to better meet their needs.
   - Provide snacks and beverages that represent different cultural influences. (5 minutes)



Partnerships For Success

Culturally Competent Orientation Practices

- Using differential information based on experience and familiarity with social service system
- Using storytelling or showing real-life examples rather than assign reading to illustrate points
- Taking into account the person's English language ability and adapting your presentation as you can, to better meet their needs
- Provide snacks and beverages that represent different cultural influences

Orientation: Immigrant workers often report feeling excluded and unwelcome at their work sites. An important aspect of the orientation process is to make new staff feel welcome and become acculturated to the organization. When this fails, there are a number of implications, such as increased turnover, low morale, inter-staff conflict, and others, which can ultimately affect the quality of care provided to persons with developmental disabilities. Supervisors can take steps to actively include immigrant workers in the activities of the worksite and make them feel like a welcome addition to the workteam.

Unit C2: Culturally Competent Staff Training

This unit should take approximately 1 hour 30 minutes. Please read all the material prior to beginning your presentation.

Facilitator Background Information: The opening activity illuminated values and behaviors that contribute to successful cross-cultural interactions. If you do not feel comfortable in understanding and implementing these values and skills, please review the material in Modules A and B, if you have not already done so or seek additional information and understanding by exploring some of the resources identified for these modules (A and B).

This unit will explore the training topics and training strategies that are built upon the values of cross-cultural competence, and that are designed to meet the varying learning needs of the new employee, while facilitating the successful acquisition and application of the training material. The participants will first be asked to consider the feedback that researchers have received from immigrant workers, their co-workers, and their supervisors in focus groups about the orientation and training experience. You will use these stories to facilitate a brief discussion around training practices in the participants' organizations, and then deliver a mini-lecture on effective training and assessment strategies. Please review all materials carefully and refer to the resources list if you need further information prior to presenting this unit.

Introduction

As you can see from the previous activity, a cross-cultural work environment brings with it both new challenges and exciting rewards. The ability to work effectively with people from other cultures is a learning process that is built on understanding, flexibility, communication, trust and fairness as discussed in Module A. These are some of the underlying values of effective cross-cultural interactions. The training and orientation that you provide as a supervisor is a critical element to creating a productive and diverse work group.

In order to improve training practices, we first need to take a look at what training practices are effective and how these can be developed further or adapted for training immigrant workers. Let's see what direct support professionals and frontline supervisors have to say about training practices and how well it meets the needs of the new immigrant staff.

C2-1: Staff Training Experiences

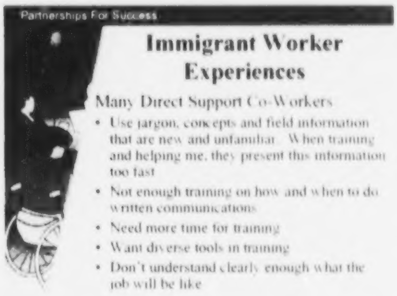
The purpose of this section is to review and discuss the training process from the perspective of the immigrant worker and co-workers, and identify areas to address as trainers.

Time: **30 minutes**

Discussion Instructions

1. Show **Immigrant Worker Experiences** overhead. (Learner Guide, p. C11)

   Explain to participants that these experiences were identified in focus groups designed to identify how new direct support professionals experience the orientation and training process. This is from the perspective of the immigrant worker and illustrates some of the training topics and training processes with which they struggle. (5 minutes)



Partnerships For Success

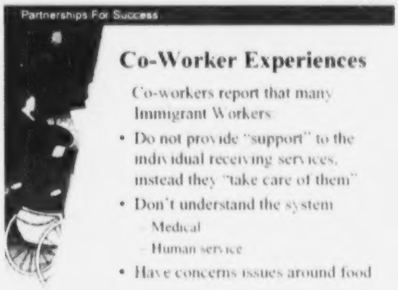
Immigrant Worker Experiences

Many Direct Support Co-Workers

- Use jargon, concepts and field information that are new and unfamiliar. When training and helping me, they present this information too fast
- Not enough training on how and when to do written communications
- Need more time for training
- Want diverse tools in training
- Don't understand clearly enough what the job will be like

2. Show **Co-Worker Experiences** overhead. (Learner Guide, p. C11)

   This overhead lists issues identified in a group of co-workers of immigrant workers in which, based on their own experience, they described areas where they felt immigrant workers need more initial training. (5 minutes)



Partnerships For Success

Co-Worker Experiences

Co-workers report that many Immigrant Workers:

- Do not provide "support" to the individual receiving services, instead they "take care of them"
- Don't understand the system
  - Medical
  - Human service
- Have concerns issues around food

3. Facilitate discussion using the following prompts: *How is this similar to feedback you have received regarding training from immigrant workers? What other things have they brought up? How does it differ from the*

reports of training experiences from non-immigrant workers? How is it the same?

4. Ask participants what their experiences have been in a training role. *Are they employing training strategies that are different than what is presented?* Have them identify "success" stories and explore strategies or types of training that were successful. (You may refer to stories that were brought forward in the opening exercise.) (15 minutes)

5. Use a flipchart to jot down ideas and training strategies participants identify as "successful." Leave these flipchart notes posted in the training room so that items can be added and referred to later. (5 minutes)

Staff Training Experiences Summary: Immigrant workers are often overwhelmed by the amount of jargon used in training and the short time that is available to learn new concepts. Because they may be unfamiliar with the types of services available in the United States and the philosophy behind them, they may not get enough information in typical training to move beyond basic care. Supervisors should not make assumptions about what new employees know and should use multiple strategies for training and assessing understanding.

C2-2: Building Effective Training Strategies for a Diverse Workforce

Facilitator Background Information: The high level of turnover and the diversity of new employees entering the human services workforce underscore the need for supervisors and trainers to be able to provide "effective" training in a time and cost-efficient manner. "Effective" training can be thought of as the degree to which staff retain the information presented to them and the degree to which they are able to apply the skills and knowledge they have learned.

Providing training to adult learners requires using a variety of training approaches and a high degree of flexibility. Adults learn most effectively through instruction that acknowledges and seeks out their experiences, encourages application of new skills in the work setting, offers opportunities to practice new skills and teach the new skills to others, and incorporates discussion of the issues and concepts being taught.

The following section provides an overview of a number of training and assessment strategies that meet adult learning principles, and are especially applicable for working with a diverse workforce.

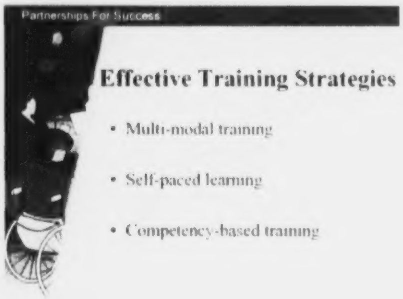
Time: 1 Hour

Facilitator Instructions

1. Briefly review effective training strategies that supervisors are currently using (noting them from the previous discussion and as listed on the posted flipcharts). Tell participants that the following will build upon these strategies or incorporate strategies identified by the participants into the discussion below. Following are a number of strategies to utilize as supervisors develop their training "tool kit". (5 minutes)

2. Show **Effective Training Strategies** overhead. (Learner Guide, p. C12) Begin your presentation by introducing and defining each strategy.

    - Multi-modal training - using a variety of strategies to help learners understand.


Partnerships For Success

Effective Training Strategies

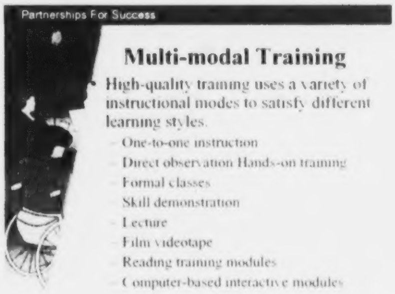
- Multi-modal training
- Self-paced learning
- Competency-based training

- Competency-based training - making sure the goals and methods of training actually produce the results needed to ensure the learner's competence.
- Self-paced training - Allowing the learner to set the pace of the learning, seeking more information when needed and skipping topics in which they are competent.

Inform participants that the next hour will be spent discussing training strategies. Participants also have text in their manual to be referred to later. Tell participants that they will have an opportunity to work with these strategies later in this session. For now it is important they understand the key elements of each concept. Remember to prompt participants for comments regarding the strategies discussed. (5 minutes)

3. Show ***Multi-modal Training*** overhead. (Learner Guide, p. C13)

   Facilitate discussion using the following prompts: *Which mode of instruction do you most frequently use? Which modes do you find work best?* Allow 10 minutes for this discussion. Use the text below to help participants understand multi-modal training.



Partnerships For Success

Multi-modal Training

- High-quality training uses a variety of instructional modes to satisfy different learning styles.
  - One-to-one instruction
  - Direct observation Hands-on training
  - Formal classes
  - Skill demonstration
  - Lecture
  - Film videotape
  - Reading training modules
  - Computer-based interactive modules

Individuals have different preferences about how they receive and acquire information. This is reflected in an individual's learning style. Considering the diversity of new direct support professionals entering the field, it is important to use various modes to deliver training in order to meet the needs of different learning styles. Information is received by learners in one of the following ways -- reading, reflecting, listening, discussing, watching, or simply doing. High-quality training uses a variety of instructional strategies and formats in order to satisfy different learning styles. A number of training strategies can be used including the following:

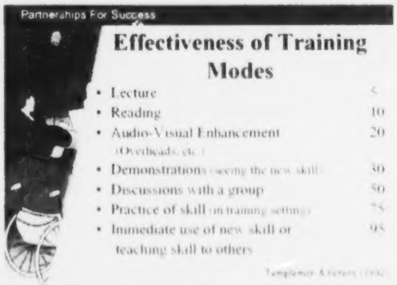
- one-to-one instruction
- direct observation
- formal classes
- skill demonstration
- lecture

- film/videotape
- reading training modules
- computer-based interactive modules
- hands-on training

In choosing what mode of training to use you will need to consider both your target audience and the content of the training. Are you designing training for basic, intermediate, or advanced-level training? What is the average reading level of your participants? What is their experience with the content of this material? Because individual learning styles may vary, it is important to use a number of training modes in your training program. (5-10 minutes)

4. Show **Effectiveness of Training Modes** overhead. (Learner Guide, p. C13)

The effectiveness of various training modes for adult learners has been reported by Templeman & Peters (1992):


Partnerships For Success

Effectiveness of Training Modes

- Lecture 5
- Reading 10
- Audio-Visual Enhancement (Overheads, etc.) 20
- Demonstrations (seeing the new skill) 30
- Discussions with a group 50
- Practice of skill (in training setting) 75
- Immediate use of new skill or teaching skill to others 95

Templeman & Peters (1992)

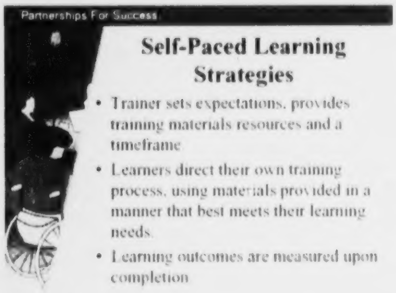
Training Method	% Information Retained
Lecture	5
Reading	10
Audio-Visual Enhancement (Overheads, etc.)	20
Demonstrations (seeing the new skill)	30
Discussions with a group	50
Practice of skill (in training setting)	75
Immediate use of new skill or teaching skill to others	95

Other things to consider when determining what method of training to use include: Is the material to be presented teaching a value or a hands-on skill? How much time do you have? What resources do you have? What constraints exist in your training environment? Given the information you have about adult learning and retention of information in general, the characteristics of your particular training group, training content, and environmental considerations, you should be able to identify which training methods are most appropriate, and develop effective training according to these needs.

Using multiple modes to present information is particularly relevant when working with diverse groups of learners including recent immigrants. Learners may have different cultural norms around training and skill acquisition. In addition, language skills may vary greatly across individuals. One immigrant worker may be able to read, speak, write and comprehend the English language well. Another may be able to read and write well, but finds listening comprehension and speaking more challenging. Using various modes of instruction will allow the trainer an opportunity to note this and make adaptations as needed to the training process. (5-10 minutes)

5. Show **Self-paced Learning Strategies** overhead. (Learner Guide, p. C13)

   Facilitate discussion using the following prompts: *How many of you have used self-paced learning strategies?* What were the benefits and challenges of using these strategies? *In what situations does self-paced learning work best in your experience?* Use the text below to help participants understand self-paced learning.



Partnerships For Success

Self-Paced Learning Strategies

- Trainer sets expectations, provides training materials resources and a timeframe
- Learners direct their own training process, using materials provided in a manner that best meets their learning needs.
- Learning outcomes are measured upon completion

Self-paced learning can be implemented through various training modes, such as reading manuals and completing written exercises, using multimedia, videos or completing on-the-job tasks and writing about it upon completion.

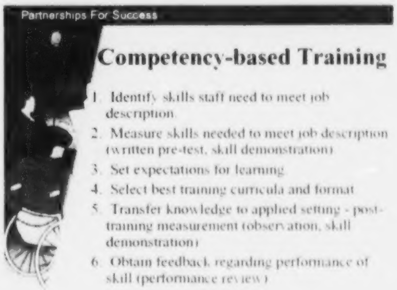
The critical element and benefit of self-paced learning is that the trainee is able to "direct" his/her own training. Training objectives, measures and material must all be provided by the supervisor or trainer. Self-paced learning may vary from providing options for how the learner acquires the information or skill and allowing the learner to choose the method of training and pace, to a situation in which the supervisor provides the material, and timeframe and the learner then completes the training at times and places that work for him/her.

The first approach allows the learner the maximum amount of self-direction in the training process. This is most often used in more advanced training with experienced employees. An example of this might be to ask an employee to learn about different styles of person-centered planning and present this information to the work team. The supervisor may need to set parameters and learning objectives to this task, and learner is then free to acquire this information in a manner that best suits him/her. In the second approach the learner receives all the training materials, the learning objectives and has a specific timeframe. This still allows the learner to go back and review sections s/he does not understand and to more quickly cover sections in which s/he may already have expertise. The learner has the freedom to complete the various sections at a pace that is appropriate for his/her learning style.

The supervisor is responsible for measuring the skill or knowledge acquired and how well it is applied in a natural setting. Therefore, while the process may be different for different individuals the outcome is always the same. (5-10 minutes)

6. Facilitate discussion using the following prompts: *What is competency-based training? Do you use competency-based training in your orientation and/or training program? For which topics?* (5 minutes)

7. Show **Competency-based Training** overhead. (Learner Guide, p. C13) Use the text below to help participants understand competency-based training.



Partnerships For Success

Competency-based Training

1. Identify skills staff need to meet job description.
2. Measure skills needed to meet job description (written pre-test, skill demonstration)
3. Set expectations for learning
4. Select best training curricula and format
5. Transfer knowledge to applied setting - post-training measurement (observation, skill demonstration)
6. Obtain feedback regarding performance of skill (performance review)

Competency-based training identifies the knowledge and skills to be learned prior to the training session (i.e., through a process like job analysis, or needs assessment, etc.), develops the training based on this information, and measures whether or not the learner has mastered those skills upon completion of training.

You may have had training experiences in which you have walked away from the experience and felt that you understood the content being delivered, but could not apply the information from your training session into actual practice. Or you may have found that the material covered in the training session was not relevant to the skills you need for the job. Competency-based training is a strategy that by design avoids those common training pitfalls. Through competency-based training you are ensuring that the training delivers the information on skills that are relevant to a specific job, are needed by the trainee, and mastery can be assessed through application of skills. The implementation of competency-based training includes the following components (Hewitt A., & Larson, A., 1994):

1. Identify desired outcome for consumers being served (agency mission/policy).
2. Identify skills staff need to deliver desired outcome (job description).
3. Measure skills of each individual needed to perform the job (written pre-test, skill demonstration).
4. Set expectations for learning.
5. Select "best" training curricula and delivery format to develop the skills and measure the learning (orientation/in-service, written post-test).
6. Obtain feedback regarding performance of skill (performance reviews; incentive builders - intrinsic/extrinsic).

Competency-based training is especially important considering that staff join your agency with varied backgrounds, levels of knowledge, skills, and attitudes. Individualized competency-based training systems should provide the opportunity for direct support professionals to demonstrate existing skills and knowledge so that training time and money can be spent providing training that is actually needed. Competency-based training can be used for all areas and skills in which staff need to demonstrate competency. For many topics, this competency-based training may already be developed. In other content areas, you as a supervisor may need to develop it. (5-10 minutes)

8. At this point ask participants to find the **Community Support Skills Standards** page in the Learner Guide (p. 14). Ask participants to review the information with you as you present the following information:

The Community Support Skill Standards (CSSS) are essential tools that will be helpful to you in developing competency-based training in community human service settings. The CSSS are a set of work skills and standards for direct support professionals developed by the Human Service Research Institute (HSRI) to improve the quality of services for persons receiving supports in the community. The CSSS consists of 12 broad competency areas where staff supporting individuals in community settings need to be skilled, such as advocacy, participant empowerment, and documentation. Because many core skills are identified in the CSSS, it is an excellent resource for developing or augmenting performance assessment tools and competency-based training. (5-10 minutes)

9. Ask participants to reflect for a moment on the training strategies they currently use in their organization and how they compare to the ones presented. (3 minutes)

10. Ask participants to divide into small groups of 4-5 persons. Provide each group with flipchart paper and pens.

11. Ask participants to work in their small groups to identify specific ways they could make their training program more culturally competent, using the strategies suggested. Each group should compile a list and record it on their flipchart. Examples could include:

    - Adapt particular training components (i.e., documentation, health and safety) to self-paced learning
    - Incorporate demonstration training into specific training topics. For instance, it already exists with medication administration. For what other training topics might this be applicable?
    - Use structured observations (work times where the learner is seeking certain information from observing others). (5-10 minutes)

12. Let participants know that you will be returning to this list later in the session.

Providing Effective Training Summary: Training is most effective when it is competency-based, individualized, and uses a number of different techniques in order to meet different learning styles. Use of these strategies is especially important when training a diverse workforce who may be acculturated to varying degrees and may be at different starting points when they enter training (i.e., language ability, experience in field). Frontline supervisors need to choose training strategies that meet the needs of a diverse workgroup and each individual staff member, and is aligned with the training topic and training environment. This may call for more creativity and individualized training than your organization may be accustomed to. To make the necessary adaptations, make sure your training tools reflect cultural competence (e.g., Training materials, training videos), training is flexible and individualized, and you are conducting training in a culturally sensitive manner (communicating effectively, etc.).

Community Support Skill Standards (CSSS)

1. **Participant Empowerment:** The competent community support human service practitioner (CSHSP) enhances the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem, and assertiveness; and to make decisions.

2. **Communication:** The community support human service practitioner should be knowledgeable about the range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant.

3. **Assessment:** The community support human service practitioner should be knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interests of the participants.

4. **Community and Service Networking:** The community support human service practitioner should be knowledgeable about the formal and informal supports available in his or her community and skilled in assisting the participant to identify and gain access to such supports.

5. **Facilitation of Services:** The community support human service practitioner is knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.

6. **Community Living Skills & Supports:** The community support human service practitioner has the ability to match specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family and community relationships.

7. **Education, Training & Self-Development:** The community support human service practitioner should be able to identify areas for self-improvement, pursue necessary educational/training resources, and share knowledge with others.

8. **Advocacy:** The community support human service practitioner should be knowledgeable about the diverse challenges facing participants (e.g., human rights, legal, administrative and financial) and should be able to identify and use effective advocacy strategies to overcome such challenges.

9. **Vocational, Educational & Career Support:** The community based support worker should be knowledgeable about the career and education related concerns of the participant and should be able to mobilize the resources and support necessary to assist the participant to reach his or her goals.

10. **Crisis Intervention:** The community support human service practitioner should be knowledgeable about crisis prevention, intervention and resolution techniques and should match such techniques to particular circumstances and individuals.

11. **Organization Participation:** The community based support worker is familiar with the mission and practices of the support organization and participates in the life of the organization.

12. **Documentation:** The community based support worker is aware of the requirements for documentation in his or her organization and is able to manage these requirements efficiently.

Marianne Taylor, Valerie Bradley, Ralph Warren, Jr. (1996). The Community Support Skill Standards: Tools for Managing Change and Achieving Outcome. Human Services Research Institute

Unit C-3: Culturally Competent Assessment Strategies

This unit should take approximately 1 hour 45 minutes to complete. Please read all the material prior to beginning your presentation.

Facilitator Background Information to Unit: Formal assessment strategies can be beneficial in the training and development of new and tenured staff. Having a regularly scheduled, formal process to evaluate job performance, and set standards and expectations for all employees of an organization can serve a number of purposes, including identifying areas where staff need further training, helping to identify new work-related goals, and setting compensation criteria for pay scales. Frontline supervisors often intend to perform reviews and evaluations of staff; however, due to numerous other obligations, this is often postponed. Without a formal assessment process in place, the Frontline supervisor has no fair mechanism to provide feedback to employees regarding performance. This can create staff frustration and conflict, and can result in poor quality of services to persons being supported. In addition, supervisors cannot hold a staff person accountable for performance without formally evaluating and providing feedback to the staff person. Conducting regularly scheduled, formalized evaluations communicates that an organization is committed to high-quality services by ensuring staff development and a standard performance level.

Formal evaluations need to be based upon the skills and knowledge needed to perform a job. They must be competency-based. An evaluation is not helpful if it measures skills that don't directly apply in the workplace. Including competency-based measures in an evaluation requires identifying the skills that are needed to perform a job, and evaluating outcomes identified for the position. For example, an important aspect of a direct support position may be to promote community integration. This may be identified as a core value of the organization. Developing competency-based evaluations of these skills involves identifying what skills the staff need and are demonstrating, to meet the outcome of promoting the integration of consumers into their communities. Once these skills are identified the next step is to determine how to measure these skills. These are the same steps presented in building competency-based training. Assuming the training is competency-based, developing performance evaluations and other assessments that are tied to these competencies would naturally follow.

In developing performance standards and performance-linked evaluations, supervisors should consider using The **Community Support Skill Standards** (CSSS), as discussed earlier in unit C2. Comparing these competencies against those used in the agency and building from there is a good place to ensure that training is competency-based and that formal assessments are evaluating the identified competencies.

When working with diverse teams, cultural competence is a crucial element of the assessment process. Conducting culturally competent assessments will require cross-cultural communication skills, ability to establish a trusting, honest relationship with staff and the ability to provide constructive feedback in a safe, direct manner. Review and develop assessments with cultural issues in mind. For instance, different cultures have different norms and expectations around evaluation and feedback. Our American characteristic of self-critique is not widespread, and is frequently more outwardly obvious in democratic nations. Some new immigrants may be unfamiliar and uncomfortable with this process, or may simply be accustomed to a different style of review and assessment. This is something to explore with an immigrant worker prior to the assessment process.

In working with diverse teams, conducting formal reviews ensures consistency in the evaluation of staff and minimizing conflicts caused by staff perceptions of lack of fairness. Reviewing all staff by the same measure and at specified points in their employment (i.e., 3 mos., 6 mos., 1 yr.) ensures that all staff are evaluated according to the same standards. However, using various culturally competent methods of assessment will be important to make this fair. In addition, measuring actual job performance, (rather than, for example, using a paper-and-pencil test to assess skills) avoids misjudging employee abilities based on non-essential skills. Formal assessment also provides a framework for new staff to guide their own development on the job. Formal assessments early in a new staff's employment can serve to detect areas in which the staff needs more training immediately and in the long-term.

Because formal assessments typically occur at structured intervals, they may not provide necessary or situation-specific feedback. For these reasons a supervisor should be comfortable and skilled with a number of informal assessments as well.

Introduction

One important aspect of any type of training, especially competency-based training is that an accurate assessment of the person's skills must be completed. These assessments must be done after training is complete, but can also be done prior to training to help determine what training is needed. If you never determine if a person has a specific skill and can use it effectively on the job, then you really cannot hold the person accountable for having the skill even if training has been delivered to them. There are a number of important ways that this assessment could occur and include both informal and formal strategies.

The purpose of this unit is to identify and discuss various assessment strategies that will best meet the needs of individuals with different learning styles and cultural backgrounds.

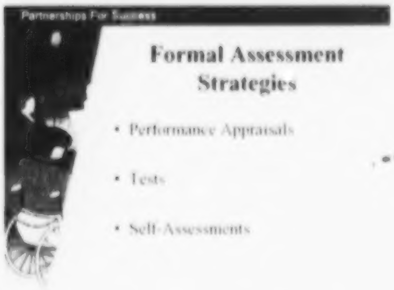
C3-1: Assessment Strategies

Time: 45 minutes

Facilitator Instructions

1. Show **Formal Assessment Strategies** overhead. (Learner Guide, p. C18)

   Briefly describe and define methods, then facilitate discussion around assessments using the following prompts: *Which assessment strategies do you use? Which ones do you not use? Why? Which ones do you like the best? Which ones do you find most effective? Why?* Use the text below to guide your presentation.



Partnerships For Success

Formal Assessment Strategies

- Performance Appraisals
- Tests
- Self-Assessments

Performance Appraisals

Performance appraisals are standardized assessment tools used to evaluate a person's job performance. Performance appraisals are conducted periodically and the same instrument is used for all staff of the same position. Appraisals are usually completed by the supervisor and the employee is scored on a pre-determined scale. The quality of performance appraisals can vary significantly, depending on how well the appraisal is actually addressing the skills needed in the job, and how these skills are measured (i.e., the degree it correlates with the competencies of the job). There is also the potential for a great deal of subjectivity in this method unless the scale is anchored by performance indicators (actual examples for the person's on-the-job performance). Providing feedback during the appraisal process and creating an environment that is goal-oriented and supportive of the employee rather than punitive, will be critical to the success of this assessment strategy. In addition, appraisals should be concrete and necessary skills which are checked for cultural bias.

Tests

Tests include multiple choice format, true/false statements, essay responses to scenarios, skill demonstrations and other methods that ask the worker to perform or respond in a structured way. Tests can be effective as a supplement to demonstration-based evaluations or other types of assessment and generally are easy to use and time-efficient.

Tests may seem to be an easy and efficient method to check job performance. However, language barriers, cultural expectations and other experiences can introduce bias even in "standardized" tests. Before using tests for pre-screening of new employees, or as performance evaluation, review the instrument and adapt it as needed to eliminate bias.

Self-Assessments

Self-assessments offer new employees an opportunity to review their own progress and identify areas in which they need further support. Often a self-assessment can be meaningful because an employee is assessing his/her skills based on their own set of standards and knowledge of their abilities in the workplace. Another benefit of self-assessment is its comparative value. It allows comparison between the learner's self-assessment and expectations of themselves against their supervisor or peers' assessments. The learner could then use the comparison to validate their own information or to learn where gaps exist in knowledge and job skills. Self-assessments can often be honest feedback from the individual that can serve to guide further training and development efforts.

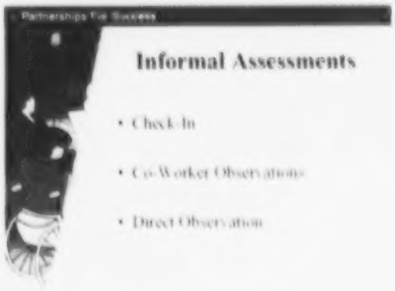
The supervisor should be very clear about the purpose of the assessment and how it will be used when using self-assessments with new immigrant workers. The European-American mainstream is quite accustomed to the American habit of self-critique. This characteristic may not be as evident in other cultures. For instance, in some cultures it is more important to maintain a very humble position and not to make special note of your abilities or accomplishments. Some Native Americans believe it is bad luck to receive praise and reward for an accomplishment. Frontline supervisors should discuss with all employees any feedback they have regarding assessment methods and work to make sure assessments are a fair and valid indicator of their work performance. (10-15 minutes)

☐ 2. Ask participants to work in their small groups, responding to the following questions. Groups should record their responses on their flipchart.

Are there ways that you could make your formal assessment strategies more culturally appropriate? How could you adapt your formal assessments to be *sensitive to the styles of various individuals considering culture as one factor?* (5 minutes)

3. Ask participants to return their attention to the large group and let them know that the lists they compiled will be used in the next activity.

4. **Informal Assessments** overhead. (Learner Guide, p. C18)



Partnerships For Success

Informal Assessments

- Check-In
- Co-Worker Observations
- Direct Observation

Briefly describe and define the methods, then facilitate discussion using the following prompts: *Which assessment strategies do you use? Which do you not use? Which ones do you find most effective or like the best? Why?*

Use text below to guide your presentation.

Check-in

Informal meetings or other opportunities for supervisors to check-in with new staff can both serve as an assessment and as an opportunity to increase positive relationships and commitment of new staff. During check-ins the supervisor can discuss employee progress in particular areas, understanding of tasks and responsibilities, difficulties they may be having, and aspects of the job they are enjoying. It allows the supervisor to provide positive feedback to the new staff in a natural work setting and to provide further instruction or to identify additional training that may be needed. Staff may feel more "ownership" in their training and are likely to be more invested if they are able to be active in the process.

While these check-ins are informal, and should not have any specific "format" it is important to explain the purpose of checking-in (i.e., providing support, determining areas for correction) to the employee. The supervisor should use active listening skills, respond in a manner that is respectful to the individual, offer support as needed, or take any follow-up actions to make the check-in effective.

Three principles of effective supervision that have been identified as particularly important when working with the immigrant workforce also seem relevant when "checking-in" with a new employee. These are 1) understanding, 2) communication,

3) trust, 4) fairness, and 5) empowerment. This check-in provides an opportunity to have open, effective communication, build trust, and encourage the new employee to build upon his/her skills, and offer support and guidance.

Co-worker observations

Seeking feedback from co-workers regarding the performance of new staff members can also be an effective way to gather information for an assessment. This type of feedback should be sought from experienced staff who are supportive to new staff and who you feel would be able to provide objective information. When asking for feedback, provide the staff person with concrete questions in which to respond. This can help correct for staff recalling only the negative incidents or highly positive incidents, and reduce the reporting of information that is highly subjective. Be sure to seek feedback in a manner that is open and respectful of the staff whose performance is being evaluated. Do not create dynamics in which the staff feel they are "reporting" on each other. Instead keep this positive, and let all staff know that one way you gather information on their performance is through peer review. This will also communicate the message that staff are accountable to each other and will hold each other to high standards.

As a supervisor, consider the subjectivity of the feedback and weigh this with other information. This strategy may be most applicable when seeking collateral information or confirming information you have received elsewhere. Make it clear that co-workers are to hold themselves to high standards and not use this feedback as a method of complaining about people they don't like.

Direct Observation

Directly observing staff in their new role is one the most obvious and potentially accurate methods of informal assessment. This is an effective way to verify whether or not the staff has the skills necessary to support individuals with developmental disabilities in the community and if they meet specific performance standards.

It may be useful to create a tool such as an observation guide or checklist to consistently assess abilities and competencies across situations. For example, look for the 1) interaction with person being supported, 2) problem-solving ability, 3) technical skill of the situation (e.g. supporting an individual in self-cares, implementing behavioral plan, etc.) and 4) documentation of the situation, if needed. While these may not be the exact competencies you are assessing, the idea is to create a protocol to use when making observations. The checklist may be as simple as making a list of competencies to assess across situations. Using an established performance checklist during these sessions can make annual reviews more relevant. (15-20 minutes)

5. Ask participants to work in their small groups and respond to the following questions. Groups should record their responses on their flipchart. *Are there ways that you could make your informal assessment strategies more culturally appropriate? How could you adapt your informal assessments to be sensitive to the styles of all individuals, considering culture as one factor?* (10 minutes)

6. Let participants know they will use this information in the next exercise.

Assessment Strategies Summary: Supervisors should be familiar with a variety of formal and informal assessment methods. Frequent, accurate and fair assessment can help employees improve performance and work together as a team more effectively. In both formal and informal assessment the supervisor should be aware of potential cultural bias in methods that are valid and fair for all employees.

C3-2: Putting It Into Practice.

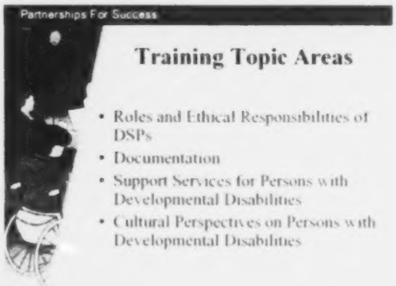
Facilitator Background Information: The last section provided participants with training strategies and assessment ideas that can be used when working with a diverse workforce. Adult learners acquire information and develop skills through the practice and application of new information they have received. Following this adult learning principle, the next activity will provide an opportunity for participants to apply the material you just presented. You will ask participants to develop mini "training plans," using the strategies previously discussed. Training topics that you will use for this exercise were identified as areas where immigrant workers need additional support. The four topic areas are: 1) The Roles and Ethical Responsibilities of Direct Support Professionals, 2) Documentation, 3) Support Services for Persons with Developmental Disabilities in Minnesota, 4) Cultural Perspectives on Persons with Disabilities. Practice training sessions and assessments will be developed by participants using these four topic areas. The Training Topic Areas Packet includes basic information on these topics. It is important that you as a facilitator create a learning environment in which participants feel safe and encourage them to think creatively and take chances. Please review the following material prior to facilitating this exercise.

Time: 1 hour 45 minutes

Facilitator Instructions

1. Show **Training Topic Areas** overhead. (Learner Guide, p. C19)

   Tell participants that these training topics were identified through a focus group process involving immigrant workers, co-workers, and frontline supervisors who were asked to identify areas in which they felt initial training needed to be improved. Briefly ask participants, " Are there any surprises on the list? What do you think is missing? Why? (5 minutes)



Partnerships For Success

Training Topic Areas

- Roles and Ethical Responsibilities of DSPs
- Documentation
- Support Services for Persons with Developmental Disabilities
- Cultural Perspectives on Persons with Developmental Disabilities

2. Explain to participants that the purpose of this next activity is to practice using effective training strategies. This exercise is designed to encourage

supervisors to think about and practice different ways of delivering information, while keeping in mind the diversity of backgrounds of new employees.

3. Ask participants to form small groups of 3-4 persons. Assign each group a topic.

4. Refer participants to the **Training Topic Areas Packet** found in the Learner Guide on pages C20-C37. Ask participants to read the information on the topic they have been assigned. This information will not be new to supervisors, but they should thoroughly read the material to acquaint themselves with the information. Encourage participants to read the other topic areas and discuss the topics with each other(5-10 minutes)

5. Ask each team to develop a mini training session on their topic. This should be a plan on how they would use the training and assessment strategies discussed above to train a new employee on this material. At least one training and one assessment strategy should be used in each plan. Remind participants to look back at the ways they had discussed making changes in training and assessment at their agencies, to see what is applicable as they develop their training. Groups will need to improvise as they develop the training plan as all items needed for training will not be available. (For instance, training might involve the demonstration of a hoyer lift. The group should assume it is available and include in the plan development. Likewise, for technology-based training including computer-based tests, CDROM formats, etc.), groups should consider what modes of training would be most effective given the content (i.e., training on documentation should include written examples of correct documentation). They should also consider how they can make the training competency-based, and the best way to assess the applicants understanding of the material or skill level. This should be specific and detailed. Encourage participants to think about the various aspects of effective training and assessment while they are completing this exercise.

6. Ask participants to use the **Training and Assessment Plan Worksheet** (Learner Guide p. C38) to record their plans. This should be a constructive learning experience in which participants can apply some of these concepts and then receive feedback from others. In order to maintain a safe

environment remind participants that all feedback should be constructive and concrete. Ask each team to identify a spokesperson or "trainer" who will demonstrate the session. (20 minutes)

7. After they have prepared their training, ask participants to come back to the large group. Each team will conduct a 5-10 minute training on their chosen topic, using the mini-session they developed.

8. After each team has presented, allow time for questions or discussion about any of the ideas presented (5-10 minutes per team). Teams can explain their rationale for developing the training and assessment plan that they did, question other teams, or offer ideas. Optional: Record on the flipchart some "general training and assessment rules" that are identified in the process.

9. Ask participants to review the, **Training and Assessment Outcomes Worksheet** in the Learner Guide, page C40. Recommend to participants that they use this worksheet as they implement new training strategies and further develop their training skills and tools. This take-home exercise is designed to help participants reflect on how the application of these new strategies affects their training process, both from their own perspective and that of the new staff person.

Putting it into practice summary: Supervisors should learn to create effective training and assessment strategies around common topic areas in direct support. To be effective, supervisors should understand the principles of adult learning and potential cultural biases. To be effective, supervisors should assess how well their strategies are working and be prepared to change strategies if needed.

Training Topic Areas Packet

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Training Topic Area #1

The Roles and Ethical Responsibilities of Direct Support Professionals

The role of the today's direct support professional DSP is a complicated one. There is still the need and emphasis on the day-to-day care and support of people with developmental disabilities. However, there is also the need to provide these basic supports within the structure of new visions and ideals. People who need support do not only need help with household tasks and personal care, they also want support to lead self-directed lives, and to participate fully in the social and civic life of our communities. This focus on empowerment and participation is critical because people with disabilities and others who rely on human service support are frequently isolated and ignored in our society.

What does this mean for the direct support professional? First they must be proficient and comfortable with providing the most basic of care. Helping people bathe, dress, brush their teeth, and shave is only one part of it. Being prepared to cook, clean, do laundry, go grocery shopping, change light bulbs, and do minor household maintenance may be also important.

Outside of assisting with personal care for people and their households, direct support professionals must be prepared to behave professionally in a number of challenging situations. For instance, direct support professionals need to be able to remain calm and focused in medical emergencies or in cases where someone they support acts in a manner that is threatening or frightening. They must be able to prepare and share information when needed with other professionals and with family members and understand when sharing information would not be appropriate. They need to understand how to keep good written records regarding supports.

Competent DSPs work well alone and with others. They can think flexibly and creatively in a variety of situations. As more and more supports are being done in non-segregated environments, DSPs must be prepared to do public relations work. This means they must be comfortable interacting with a variety of people in the community and helping community members understand more about developmental disabilities.

The direct support professional is a key player in providing person-centered supports. Person-centered supports focus on people's strengths, preferences and skills. They do not focus on the deficits of an individual, or trying to "fix" a person. In person-centered supports an emphasis is placed on the individual, his or her family, and the specific supports these individuals need to enable them to become full citizens in their community. Meetings or "get togethers" of the important people in the person's life, and any needed professionals, are held to learn more about the preferences and needs of an individual and how to help him/her achieve these hopes, dreams, and goals. Because they often have the most direct contact with the people receiving supports, DSPs are critical in both the planning and the implementation of person-centered supports.

Because the DSP has such an intimate role in the person's life, they have a responsibility to behave professionally, courteously and ethically in all ways toward the persons they support. Some critical pieces to this professionalism are expressed in the following concepts:

- Confidentiality: DSPs must protect and ensure the confidentiality and privacy of the people they support by knowing the personal preferences and expectations of each person, and the agency, and by seeking out trusted judgment when it is unclear how to handle a situation.
- Respect: DSPs show respect for the persons they support by regarding each person as an individual with a unique history, values, and set of circumstances; by working to help the persons they support be seen as respected and important members of the community; by protecting the person's privacy not only through confidentiality practices but also by understanding that providing personal cares should be done discreetly and privately; and that the DSP is working in that person's house and should act accordingly by knocking before entering a house or a room and by asking to use the phone, etc.
- Relationships: DSPs assist persons with disabilities in building and maintaining relationships, including providing opportunities for private, intimate relationships if desired. DSPs refrain from judging the quality of others' relationships.
- Self-Determination & Advocacy: DSPs assist the persons supported to direct the course of their life by providing opportunities to experience a variety of situations, helping to explore the consequences of choices, respecting choices, and identifying resources within the community.

The role of direct support will be unique depending on who the DSP supports and where. Learn to provide these intimate and necessary supports in a respectful and thoughtful manner. Remember, the person being supported is at the center of these services, and these roles will be the marker of high quality direct support services today and in the future.

*Primary source for this document is the *NADSP Code of Ethics*-(May 2001)

Training Topic Area #2

Documentation

Documentation is an important part of direct support, but one that is easy to avoid. There are many reasons why documentation does not get done or done properly. Sometimes support staff don't know where things should be documented, sometimes they are not clear on the importance of documentation and regard it as a waste of time, other times the physical activities of direct support continue right until a shift ends and staff do not have time to complete documentation. However, it is important to remember that accurate and complete documentation is not only required by the state and federal rules and regulations that govern support services, but also can be a valuable tool in helping the person get the best support services possible.

Reasons for Documentation

Documentation refers to keeping a written record of information needed to evaluate the effectiveness of a person's overall program of services. There are different types of documentation such as narrative progress notes, medical notes or charting, and specific types of data collection. It's important to understand the reasons for documenting and the method for choosing what to document and how to do it accurately.

Documentation is important to regulators because it provides one method of proof that services and supports were actually delivered. For this reason, it is required by both state and federal licensing and certification regulations. When asked directly about "documentation," most people receiving services are not likely to feel that is very critical. On the other hand, if you ask a person, "Is it important that new staff coming on shift are aware that you had a seizure earlier that day?" or " Is it important that your doctor knows the exact pattern of your seizures and when and what type of medications you have been taking to control them?" the answer will very likely be yes.

Many agency services are structured to rely on a model of supports where different staff come in for shifts, often without any overlap between shifts. Accurate, regular documentation is one of the best ways to ensure that important information is not lost and that people's needs are being met. For instance, if a person's goals include wanting to get together with family or friends several times a month, keeping a record of when the person interacted with others will help create a comprehensive picture of how well staff are meeting this need for the person.

Documenting the details, like how much of the planning and organizing the person is able to do for him/herself and what barriers get in the way of plans, can help the person and his or her support team get a better understanding of the situation. They can identify what skills may be needed to help the person experience visits more often (such as improved grooming, phone skills, learning the bus schedule, or behavior management) or what types of resources need to be gathered to make this work (such as providing for taxi or spending money, more staff on certain shifts, or asking friends and family to do more).

How to Document Accurately

Any form of documentation required in the rules and regulations is considered a legal document; it must be done in a manner, which followed legal guidelines. Those guidelines include:

- All entries must include a date and time, and signed with a full name (or if using a set of initials — a signature sheet must be available so that the person making the entry can be identified).
- Do not leave blank lines or spaces between entries in a log.
- Keep entries in chronological order.
- Do not use white out. If you make a mistake draw a single line through the entry and put your initial above or next to it.
- All entries must be legible.
- All entries must be in blue or black ink.

Besides meeting the legal requirements of documentation, the purpose of your documentation should be clear and the description should be objective. When describing a situation, you should assume that the person reading it does not know the person or the situation and provide enough detail to clearly explain, the following:

- Who is involved in the situation;
- What happened;
- When it happened;
- Where it happened;
- How it happened;

- Why it happened or what events, actions may have led to the situation being described.

Using the acronym: DARO (Description, Action, Response, Outcome) might help you remember the things to include in any documentation. Remember, be objective! Entries should not include subjective comments such as "acting crabby," "bad behavior," but should use descriptive words such as "When her name was called to come do the dishes, she hit the table with her fist and swore at staff."

If you are concerned about your spelling or writing skills, ask you supervisor to provide a good current dictionary and allow yourself time to use it. Allow yourself enough time to make entries and concentrate your efforts on documenting only the most critical pieces of information. Finally, ask for feedback regarding your documentation and how it can be improved.

What to Document

At first it can seem overwhelming trying to understand what to document and why. Each agency has specific types of things they want documented and specific ways they want it done. In general, the kinds of things to document include:

- Daily medications
- Signs and symptoms of illness (runny nose, cough, etc.) and any actions taken on the part of staff (took person's temperature, gave them cough medicine —provide exact amounts and times)
- Unusual Incidents (anything that leads to extra medical care or potential harm to the person)
- Information regarding the progress or barriers to the person's chosen goals
- New areas of interest or achievement for the person or areas where new frustrations or problems have emerged
- Conversations regarding the individual and his/her care with people outside of the staff in the home. (doctors, nurses, family members, other support programs, etc)
- Outings in the community or with family/friends

Making Time for Documentation

Once you understand why and how to accurately document there are still time considerations. The following are hints for getting documentation done on time and effectively:

- Jot notes during the shift regarding events or situations that may be appropriate for documentation. At the end of a long shift it can be tempting to document the most recent events rather than the most important events of the day. Your notes will help refresh your memory regarding what needs to be documented (note—always document medications and medical treatments immediately so that no errors in medications are made).
- There is no need to wait until the end of a shift to begin documentation. While you should never document an event "before" it happens, you can choose to document important events immediately after they occur or during the next quiet period of your shift. This way you have time to document completely.
- If documentation is new to you or feels overwhelming, ask other staff if you can be responsible for less documentation and take on other tasks, or ask for help in completing the documentation. Do document at least a few things every shift, so that you can improve your skills and confidence.
- Use times when consumers don't need full attention to document. For instance, if someone would like you to watch a video or TV program with them or is working on a hobby, etc., use this time to complete documentation. (But never take program books out on activities, or other places outside of the home).

Training Topic Area #3

Support Services for Persons with Developmental Disabilities In Minnesota

Currently in Minnesota, most support services available to adults with developmental disabilities are administered by county social service agencies. To access services a person must have been assigned a developmental disabilities county social worker. This person is sometimes called a service coordinator, county social worker, or case manager. The county social worker helps the person with disabilities and their families understand what services they are eligible for, how the services can be paid for, and connects the person to potential providers. In cases where the person is under state guardianship the county social worker will also act in the role of guardian for the state by helping the person make the good decisions and ensuring the person is guarded from others who might take advantage of him/her. A primary role of the county social worker is to help create and facilitate the development of a support plan for the person and to make sure providers are able to provide the needed supports identified in the plan.

Available support services will vary depending on the size and resources of the county. Larger, more populated counties typically have more services available and more service providers from which to choose. This list contains some of the most common services currently available through the counties.

- Day Habilitation Services -These are services for people with developmental disabilities who have completed their public education and who wish to develop additional skills or need support services in a work environment. Depending on a person's needs and abilities, he or she may get supports to: find and keep a job; volunteer; communicate more effectively; take care of personal needs; learn about the community and how to get around; and how to work with others.

- In-Home Supports — Supports to people in family homes to learn new skills. Usually a support person is available for no more than a few hours a day.

- Respite Care— Either provided in the person's own home or in a licensed facility, these are temporary services so that permanent caregivers can have a break, go on vacation, or if they have another reason that they cannot care for the person for a brief period of time.

- Semi-Independent Living Services (SILS)- For people who need some support to learn to live independently. Services are available depending on a person's needs but typically will include assistance with budgeting, cooking, shopping and taking care of an apartment or home and will not be for more than a few hours a day and may be much less.

- Supported Living Services (SLS)—These services are offered to people who do not live in their parent's home and who need more daily support than can be offered in Semi-Independent services. People receiving supports through SLS may need less than 24-hour a day supervision to stay safe, but they usually need significant daily assistance to accomplish the daily tasks of caring for themselves and their homes. Some people receiving SLS-funded services need a lot of medical or behavior supports and will need a staff or other responsible person with them all the time. In Minnesota it is typical for SLS to be offered in small group homes of 2-4 people. These homes are sometimes called "waivered' homes since the funding for SLS comes from federal and state dollars that became available as a "waiver" to other (ICF/MR) funding and rules.

- Intermediate Care Facilities for persons with Mental Retardation (ICF/MR) services— Whereas the SILS and SLS programs are expanding, the ICF/MR programs in MN are shrinking. Current ICF-MR programs admit new consumers, but only when other consumers leave. The state of Minnesota has a number of ICFs/MR. ICFs/MR services are for people who need 24-hour-a day care in order to stay safe and to accomplish the daily tasks of life. ICFs/MR in Minnesota are typically 6-10 person homes with a few larger facilities with more people in them. Many large ICF/MR facilities are currently undergoing downsizing efforts.

Funding for services come from a variety of sources including federal, state, and county dollars. In addition, some services, such as respite care, may have to be paid for by the individual or their families. In the coming years there will continue to be changes in how services are paid for and how and where services are delivered.

Support Services to people with developmental disabilities have undergone a number of changes in the last several decades and likely will continue to evolve for some time to come. Two of the most notable changes have been: 1) the shift from providing residential services and vocational services to people in large facilities (where people were segregated from their communities) to providing services in smaller settings and in their preferred communities; 2) the shift from providing a support system designed around regulations and rules, to seeking to create supports that fit the unique needs and desires of individuals. While many services are still provided in group homes and workshops, homes are smaller with usually 6 or fewer people living in them. More often, services are offered in people's own homes, and work is in the community with job coaches. Regardless of the setting in which they receive supports, people today are being given more opportunities to be active with their families, neighborhoods, and communities than when services were primarily provided in institutions.

Other current changes at both the state and federal level include: 1) looking at the many regulations that govern services in an effort to streamline them and ensure that they are written in such a way that the interests of the persons receiving supports are the most critical focus of the regulation (sometimes called "outcome-based services"); 2) exploring how funding for services can be put directly in the hands of the people needing services or their family members. This change will allow individuals to have the power to budget and pay for the services that are most important to them and to more easily make changes if they are dissatisfied.

The state of Minnesota has been active in trying and creating new methods of providing services and supports to people that reflect these changes. The state frequently participates in demonstration projects which are meant to explore how changes could be infused into current service system as well as how the system may need to change. Some of these projects include:

- The Person-Centered Agency Design project (1991-1994) A project which provided tools to help 8 Minnesota agencies look at their supports services and redesign agency practices to reflect and focus on the needs of the individuals they supported.
- The Performance-Based Contracting project (1994-2000) A project designed to demonstrate and evaluate an alternative method for ensuring quality in ICFs/MR using a method that is outcome-based and consumer-focused.
- Minnesota's Self-Determination Initiative (1996-1999) A project to explore methods for expanding options for people with developmental disabilities by helping them to fully understand and make their own choices about supports,

housing and employment, by managing their own support budgets.

The participation of Minnesota in these projects and others like them shows a commitment on the part of the state to continue to move toward a support system where individuals guide and select their own supports.

Primary Source for this document was the on-line document *7 County Metro Resource Guide for Children and Adults with Developmental Disabilities, and Their Families*. <http://www.co.hennepin.mn.us/adultsvcs/DD/Metro/Start-Intro.htm>

Training Topic Area #4

Cultural Perspectives on Persons with Disabilities

Throughout history, perceptions and attitudes about people with disabilities have gone through a number of changes in the United States. From the days of large institutions, to providing supports in the community and in a way that recognizes the individual as an individual with the right and desire to achieve his/her own life dreams and goals-- we have come a long way.

The self-advocacy movement, which grew out of the Civil Rights Movement of the 1960's, has moved us into a new way of seeing people with disabilities and helped to change public attitudes and perceptions. We are making the shift from a medical model in which we try to "fix" people, to the support model in which we see individuals as full members of society that contribute and reap the rewards of our society as other members of society do. We now see people with disabilities in many facets of daily community life, and are striving to further promote the integration of all individuals into their community. The actions of the direct support professionals must reflect this respect for the individual and the reflection of their full rights within our community. It is important that direct support professionals understand the history and the progress we have made in order to provide quality supports, and to continue to advance the efforts of providing supports based on the desires of the individual in a fully integrated community.

Recent arrivals from other countries will have different perspectives of disability and may need time and education to understand and express the values of our current support model. It is likely that many come from a social system in which providing services to persons with disabilities looks very different. In fact, it is possible that some immigrants may have different beliefs about why a person has a disability, and what this means. In addition, many developing countries do not have the money to provide services for people with disabilities and it is the full responsibility of the family to care for their family members. All of these factors may vary across cultures and it is important to understand what a new immigrant workers understanding is, as well as help them to understand what our current belief system is.

It is important to keep in mind that people from various cultures have different experiences, and that one person's opinions cannot be generalized to the whole culture. It is imperative that you treat each employee as an individual, and find out their thoughts, feelings and perspectives rather than stereotyping.

Below are the perspectives of individuals from various countries about the lives of persons with developmental disabilities in their respective country. This is simply a sampling and should not be interpreted as "the way it is." Countries may have a number of beliefs, based on class, religion, or age. In addition, individuals in each of these countries may have widely differing views on perspectives depending on their own life experiences. Therefore this should be used only as a starting point and further information should be gathered. Beyond this section you will find a matrix to give you basic information about the country and culture.

Russia

The beliefs about causes of a disability in Russia are often linked to environmental pollution or other ecological problems. Persons with disabilities are not encouraged to take part in the community as "normal" citizens. People with disabilities are treated with sympathy, and are taken care of by the family, usually the mother.

Social programs such as schools and day programs are almost non-existent. People in wheelchairs rarely, if ever, leave their homes, and people with learning disabilities or mental/psychological disorders are schooled separately, if at all. Persons who are disabled due to war are given some benefits from the government, such as food stamps, nursing services and medication. However, these programs are perceived to be in poor shape due to the economy.

Liberia

In Liberia, perceptions on the causes of a disability range from open acceptance to fear that it might be a curse on the family. Persons with MR can be considered to be a burden on the family.

In the past, Liberia had institutions to house and care for the mentally ill, but they were closed due to corruption. Since the institutions have closed, families have been responsible for caring for the family members that have disabilities. People with disabilities are often cared for by the mother and spend most of their time in the family home; most do not go to school. There are limited schools for persons who are deaf, mute, or blind. Persons with physical disabilities can go to school if they have transportation, but there is a shortage of wheelchairs, and if a family lives beyond walking distance from a school, transportation is difficult.

Persons with disabilities also comprise a percentage of the homeless population.

Colombia

Due to the strong sense of Christianity, causes of a disability may be tied to religious beliefs, and people are seen as having the same needs as persons without disabilities. In small towns, theories might exist about environmental factors causing disability, and theories about good vs. evil as causes of disability.

People with disabilities are taken care of by their families, usually the mother, or maybe in an institutional setting. They are treated with consideration and respect. Those in small towns may utilize natural healers rather than "western" medicine. Children with physical disabilities may go to school, but, again, transportation is an issue for outlying communities. Persons with disabilities rarely take part in community events, such as festivals or holiday celebrations, other than those taking place in the home.

Bosnia

There are no cultural belief systems about the causes of a disability.

People with disabilities are generally not seen at community events, in the market, or during celebrations that take place outside of the home. People with disabilities in Bosnia are taken care of by family members, again, generally by the mother. Children with physical disabilities may go to school. Kindergarten is accessible for everyone, and college is free. In addition, health care is universal. While these services are free, access and transportation are issues.

Due to recent conflicts in Bosnia, persons with physical disabilities are more commonly seen.

Nigeria

In smaller villages in Nigeria, the causes of a disability may be seen as the fault of the parents, or the result of a curse put on the family. Persons with developmental disabilities/mental retardation can be viewed as being a burden, and are generally not considered contributing members of society.

Nigerian children who have a disability can and do go to school. However, there is no formal assessment of cognitive ability; therefore special education and services are unavailable at this time. Nigeria has institutions for persons with mental illness, but not for other groups needing services. Adults with disabilities typically live in their family home and are cared for by family members. Adults with disabilities that have no family members often earn a living by begging.

Due to political and economic unrest in Nigeria, healthcare is almost non-existent for all citizens, so persons with disabilities are not given priority. Items such as wheelchairs are expensive luxuries.

Country	*Russia*	*Bosnia*
Period of largest influx of people to United States	1970-80s smaller wave in 1990's	1998-present
Reason	Political, racial, religious tensions/ Disintegration of Soviet Union	Political problems
Predominant religion	Russian, Christian Orthodox High percentage are atheist and practice no religion	Catholic, Orthodox and Muslim. Roughly equal numbers in each religion.
Common languages	Russian	Mostly Bosnian
Cultural norms/ practices	Eye contact with a friend shows respect during conversation, though with a stranger is bad manners and can trigger a conflict situation. A person's middle name is used to address an elder. Men shake hands	Eye contact is avoided during conversation. Bosnian women display affection with each other by kissing on the cheek when meeting. Children are highly valued. Elders are respected and

Nigeria	Liberia	Colombia
Late 1970s-Early 1980's	1990-present	1998-2000
Political unrest	Civil war	Internal wars and economic distress
Christianity	Christianity Some Voodoo in rural areas	Catholic Small populations of other Christian groups and the Jewish faith.
9 different languages depending upon area. English is the common second language.	16 different languages depending upon area. English spoken in school and in business.	Spanish
Eye contact is avoided during conversation. Nodding is shown to demonstrate that the listener is paying attention. If younger people meet an elder, men may bow and women may kneel to show	Very little direct eye contact in conversation. Persons older than you are always called by a title of respect. Younger person addresses elder first in conversation. Handshaking is	Colombians make a great deal of direct eye contact during conversation. They are warm, affectionate people. Personal space in work environments is similar to United States. Children highly

the Immigrant Worker, page C55

Country	*Russia*	*Bosnia*
	and women may kiss hello. Rarely is there any touching or socializing between a supervisor and employees -distinct social distance.	encouraged to discipline children regardless of family relation.

Nigeria	*Liberia*	*Colombia*
respect. Handshaking is not practiced, but is noted to be common in western culture, so most Nigerians are comfortable with the practice here.	common. More personal space than what is common in western culture. Inappropriate to show displeasure or strong emotion with a situation.	valued. Great respect shown to elders.

Training and Assessment Plan Worksheet

Topic Area: ____________

1. What is the information to be shared or skills to be developed?

1a. Given the information to be delivered, what are the best modes to use in the delivery of the material?

2. Given the diversity of your new staff and the many individual learning styles, how will you incorporate as many modes as possible into the delivery of this training? Name the modes you will use, the rationale for using each mode, and the hoped-for outcomes.

3. Identify at least two competencies for participants to achieve from this training.

4. What are the most effective ways to assess knowledge and/or skill level of the material? Identify at least two measurement or assessment methods you will use, and the rationale for using these methods.

5. What additional materials or resources do you need to develop quality training on this content area?

Training and Assessment Outcomes Worksheet

1. Was this an appropriate strategy for this training topic? Why or why not? -for immigrant workers? Why or why not?

2. Which method of training and/or assessment may have been better? How could you adapt this method to make it more applicable?

3. How did staff respond to this training? Did they find it easy to use? Did they understand the material and display the skill? Did they display competency?

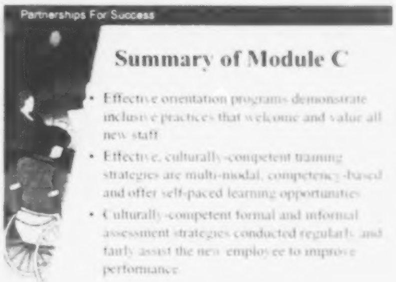
Module C Summary and Closing

Facilitator Background Information: the purpose of this activity is to provide a brief summary of the material covered in **Module C**, a brief overview of what will be covered in **Module D**; provide participants a chance to ask any questions, and allow time to make any closing comments.

Time: 15 minutes

Facilitator Instructions:

1. Show participants the **Summary of Module C** overhead. (Learner Guide, p. C41) Remind participants that how a new employee is initially oriented and socialized into an organization plays an important role in the tenure and effectiveness of that employee. Assessment and training should be competency-based, reflect different learning styles, and be culturally competent. (3-5 minutes)



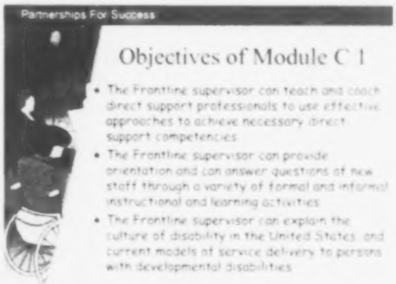
Partnerships For Success

Summary of Module C

- Effective orientation programs demonstrate inclusive practices that welcome and value all new staff
- Effective, culturally-competent training strategies are multi-modal, competency-based and offer self-paced learning opportunities
- Culturally-competent formal and informal assessment strategies conducted regularly and fairly assist the new employee to improve performance

2. Show participants the 2 overheads, **Objectives of Module C 1 and 2**. (Learner Guide, p. C41) Review the competencies covered in the module with the participants. Tell participants that by completing all of the exercises and homework assignments in the module, they should be able to demonstrate increased competencies in the following areas:

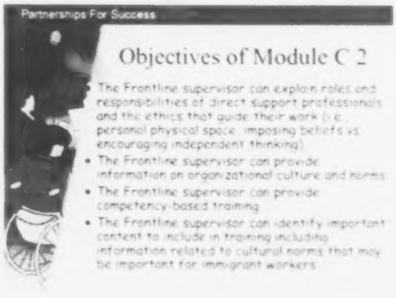
   - Use effective approaches to teach and coach direct support professionals to achieve necessary direct support competencies.
   - Provide orientation and can answer questions of new staff through a



Partnerships For Success

Objectives of Module C 1

- The Frontline supervisor can teach and coach direct support professionals to use effective approaches to achieve necessary direct support competencies
- The Frontline supervisor can provide orientation and can answer questions of new staff through a variety of formal and informal instructional and learning activities
- The Frontline supervisor can explain the culture of disability in the United States, and current models of service delivery to persons with developmental disabilities



Partnerships For Success

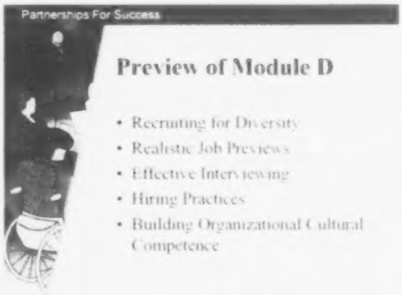
Objectives of Module C 2

- The Frontline supervisor can explain roles and responsibilities of direct support professionals and the ethics that guide their work (i.e., personal physical space, imposing beliefs vs encouraging independent thinking)
- The Frontline supervisor can provide information on organizational culture and norms
- The Frontline supervisor can provide competency-based training
- The Frontline supervisor can identify important content to include in training including information related to cultural norms that may be important for immigrant workers

variety of formal and informal instructional and learning activities.
- Explain the culture of disability in the United States and current models of service delivery to persons with developmental disabilities.
- Explain roles and responsibilities of direct support professionals and the ethics that guide their work (i.e., personal physical space, imposing beliefs vs. encouraging independent thinking).
- Provide information on organizational culture and norms.
- Provide competency-based training.
- Identify important content to include in training, including information related to cultural norms that may be important for immigrant workers.

Also explain to the participants that their supervisor may ask them to demonstrate what they have learned in the class through action plans and other demonstrations of increased skills and knowledge. (5 minutes)

3. Show participants the **Preview of Module D** overhead. (Learner Guide, p. C41) Explain to participants that in **Module D**, they will learn about recruitment, realist job previews, effective interviews, hiring practices, and building organizational cultural competence. (3 minutes)



Partnerships For Success

Preview of Module D

- Recruiting for Diversity
- Realistic Job Previews
- Effective Interviewing
- Hiring Practices
- Building Organizational Cultural Competence

4. Ask the participants if they have any unanswered questions. Hand out any evaluation forms the agency uses. Follow up on any agency-specific information related to the training (e.g., participants' discussions with supervisors about implementation of action plan steps, etc.)

5. Thank the participants for coming.

Module C References and Additional Resources List

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Policy Research Brief. *Training Issues for Direct Service Personnel Working in Community Residential Programs for Persons with Developmental Disabilities,* June 1994, V6, (2)

Seven County Metro Resource Guide for Children and Adults with Developmental Disabilities, and Their Families. (on-line source): http://www.co.hennepin.mn.us/adultsvcs/DD/Metro/Start-Intro.htm

Taylor, M., Bradley, V., & Warren, R Jr. (1996). The community support skill standards: Tools for managing change and achieving outcomes. Cambridge, MA: Human Services Research Institute. (617-876-0426)

ADDITIONAL RESOURCES

American Management Association. (1993) Making Diversity Work. (Film) Available from American Management Association Publication Services, Trudeau Road, Saranac Lake, NY 12983.

Barr Training and Development, & Jackson Dan. Bridging Cultural Barriers: managing ethnic diversity in the workplace. (Film) Available from Barr Films, 12801 Schabarum Ave., P.O. Box 7878, Irwindale, CA 91706-7878.

CRM Films. Managing Diversity (Film) Available from CRM films, 2215 Faraday Avenue, Carlsbad, CA 92008.

Lei, N. (Ed.) Frontline Initiative: A Quarterly Newsletter of the National Alliance for Direct Support Professionals.. *Embracing Diversity.* Winter 2000, v4 (1).

Griggs Productions. (1992). Valuing Diversity. (Film). Available from Griggs Productions, 302 23rd Ave., San Francisco, CA 94121

Hewitt, A., & Larson, S.A. (Eds.). (1998). IMPACT: Feature issues on direct support workforce development. 10(1). Minneapolis: University of Minnesota, Center of Residential Services and Community Living, Institute on Community Integration (UAP). (612-624-4512).

Jaskulski, T & Ebenstein, W. (Eds.). (1996). Opportunities for excellence: Supporting the frontline workforce. Washington DC: President's Committee on Mental Retardation, Administration for Children and Families, U.S. Dept. of Health and Human Services (202-619-0634)

National Alliance for Direct Support Professionals. (2000) *Draft Code of Ethics for Direct Support Professionals.* National Alliance for Direct Support Professionals. Available from Institute on Community Integration, 150 Pillsbury Dr. SE/PT 204, Minneapolis, MN 55455.

Residential Provider Consortium (1999). Careers in Caring: Employment opportunities to assist and support people with disabilities in the community. (8 minute video) Cleveland: Cinecraft Productions. (contact: Tony Thomas, Welcome House, Inc. 440-356-2330)

Wrobel, D. (1995). New Employee Orientation Modules for Programs Serving Persons with Developmental Disabilities. MN Department of Human Services, MN. Available from (612) 624-0060 or fax John Sauer at (612) 625-6619

Module C

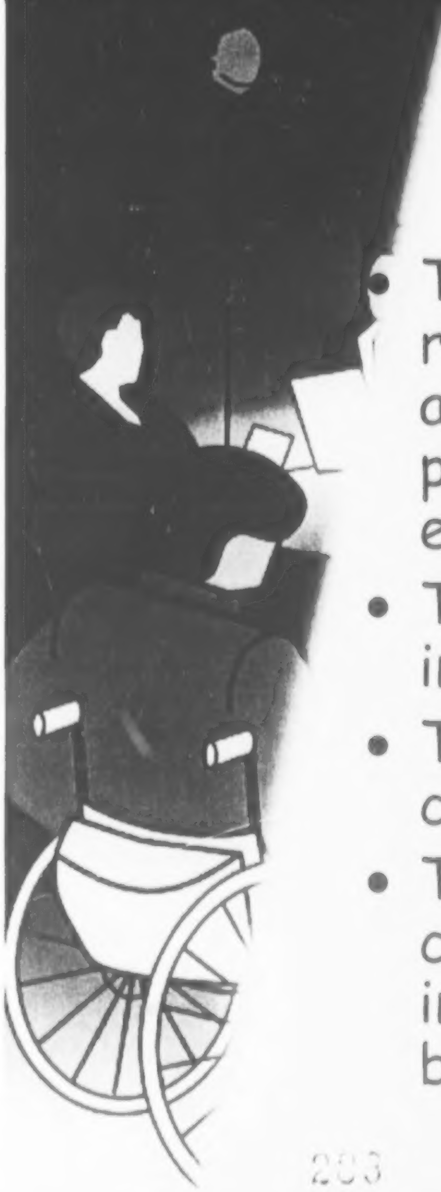
Overhead Masters

Power of Diversity Curriculum Objectives

- Understand culture and its impact on communication, interactions, and within the broader context of the work environment.
- Use communication, team-building, and conflict-resolution strategies in a way that acknowledges and respects diversity.
- Implement training strategies that facilitate successful entry of the immigrant worker into your organization and encourage competency-building of the immigrant worker.
- Identify recruitment strategies that promote a diverse workforce and tap unique recruitment sources and opportunities within the community.
- Identify and implement strategies to make the interviewing process more culturally competent.
- Model culturally competent behavior and serve as a change agent toward increased cultural competence in your organization.

Objectives of Module C 1

- The Frontline supervisor can teach and coach direct support professionals to use effective approaches to achieve necessary direct-support competencies.
- The Frontline supervisor can provide orientation and can answer questions of new staff through a variety of formal and informal instructional and learning activities.
- The Frontline supervisor can explain the culture of disability in the United States, and current models of service delivery to persons with developmental disabilities.



Objectives of Module C 2

- The Frontline supervisor can explain roles and responsibilities of direct support professionals and the ethics that guide their work (i.e., personal physical space, imposing beliefs vs. encouraging independent thinking).
- The Frontline supervisor can provide information on organizational culture and norms.
- The Frontline supervisor can provide competency-based training.
- The Frontline supervisor can identify important content to include in training,including information related to cultural norms that may be important for immigrant workers.

Partnerships For Success

Session Agenda

- Opening Activity: The Way It Is: The Real Issues
- Culturally Competent Orientation Practices
- Culturally Competent Staff Training
- Culturally Competent Assessment Strategies

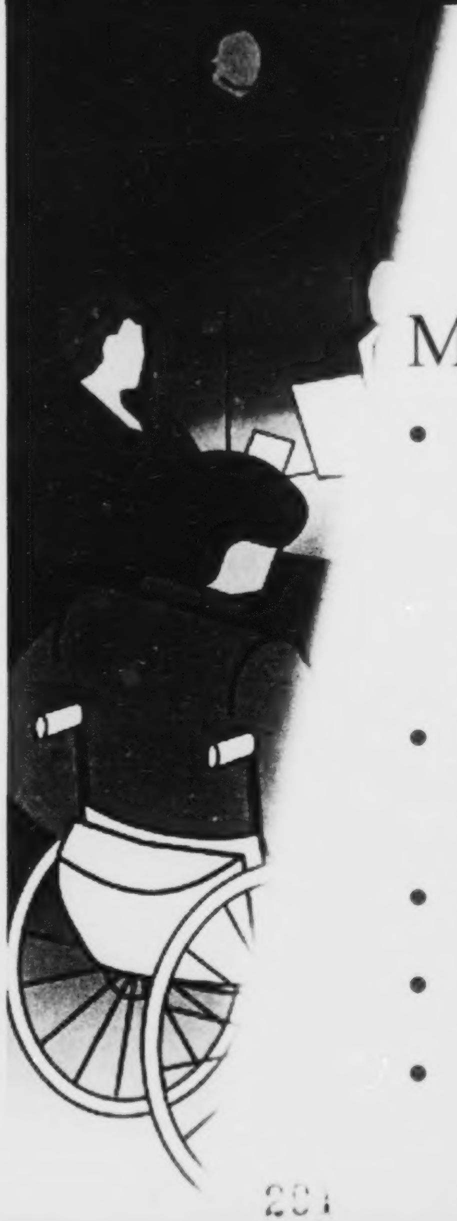
The Way It Is:
The Real Issues

- A specific aspect of your culture which you most appreciate and would not like to give up
- A personal quality or aspect you think most difficult to understand in another culture
- A personal quality or aspect you enjoy when working with someone from another culture
- The greatest difficulty in working with someone from another culture

(Lambert & Myers, 1990)

Experiences of Exclusion

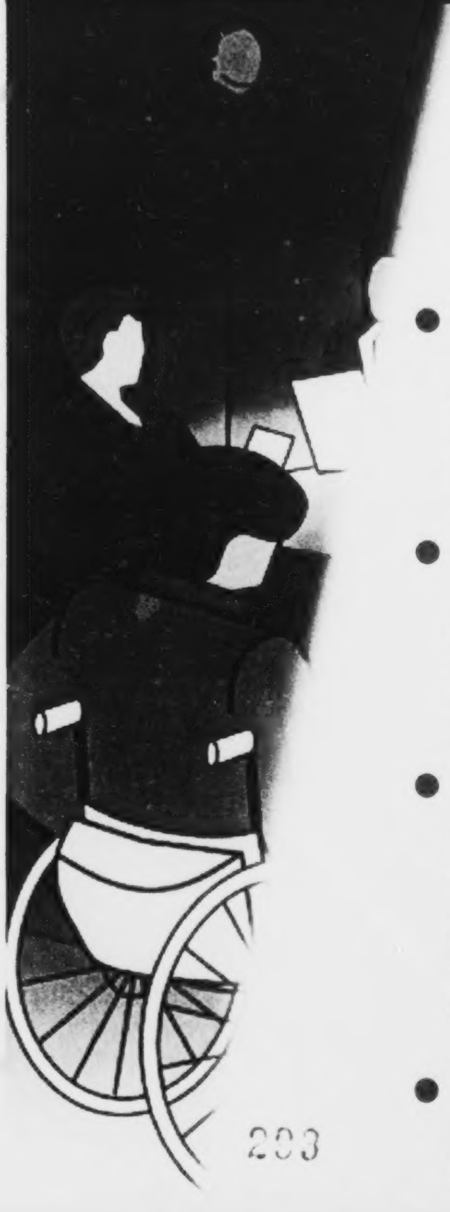
- Feeling ignored
- Not being invited to participate in activities
- Not being trusted
- Opinion not sought
- Assumptions made about immigrant's background/education



Immigrant Worker Experiences

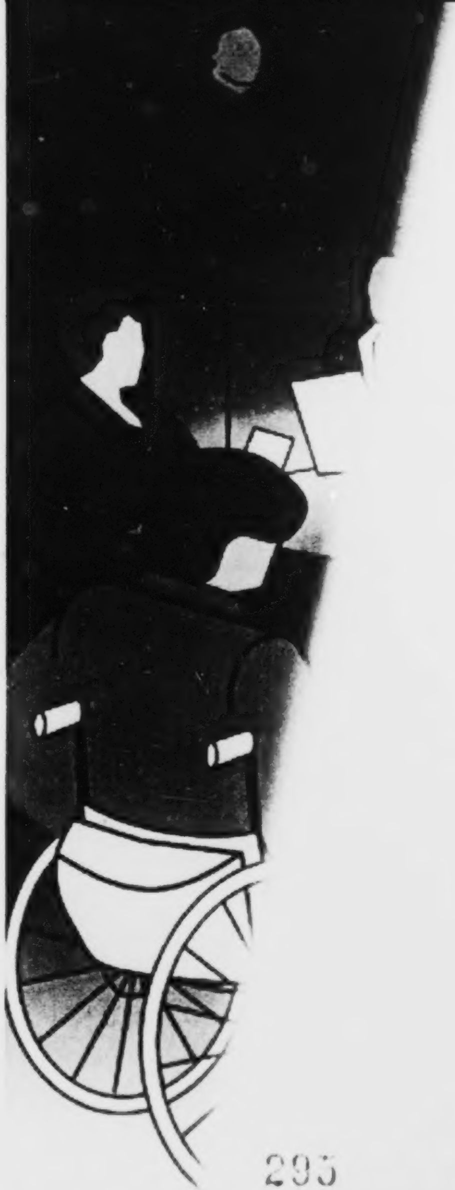
Many Direct Support Co-Workers:

- Use jargon, concepts and field information that are new and unfamiliar. When training and helping me, they present this information too fast
- Not enough training on how and when to do written communications
- Need more time for training
- Want diverse tools in training
- Don’t understand clearly enough what the job will be like



Culturally Competent Orientation Practices

- Using differential information based on experience and familiarity with social service system
- Using storytelling or showing real-life examples rather than assign reading to illustrate points
- Taking into account the person's English language ability and adapting your presentation as you can, to better meet their needs
- Provide snacks and beverages that represent different cultural influences



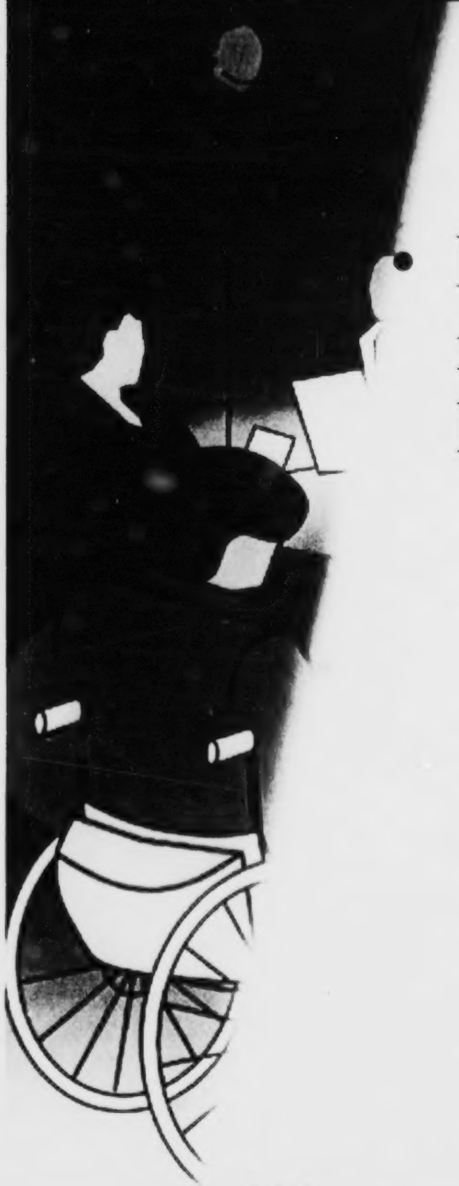
Co-Worker Experiences

Co-workers report that many Immigrant Workers:

- Do not provide “support” to the individual receiving services, instead they “take care of them”
- Don’t understand the system
  - Medical
  - Human service
- Have concerns/issues around food

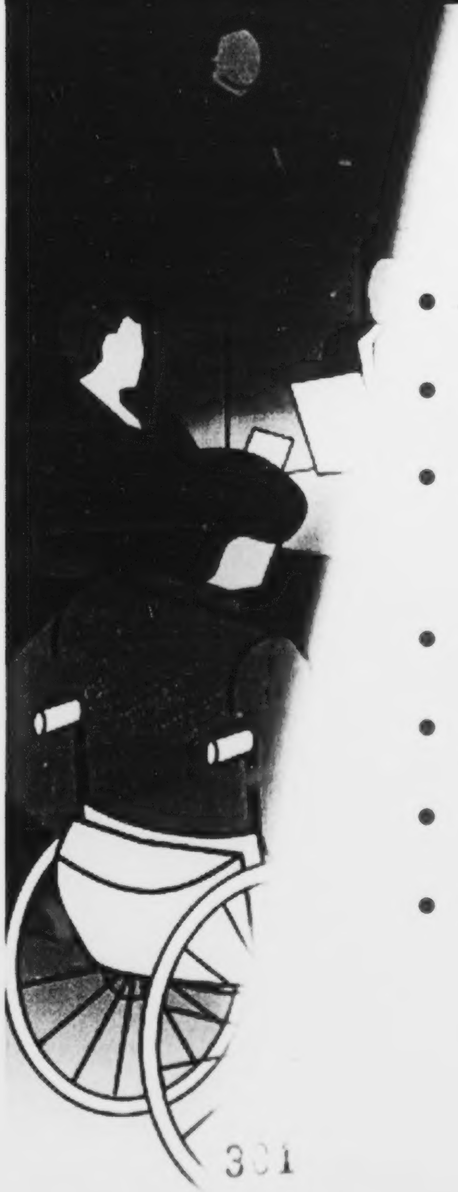
Effective Training Strategies

- Multi-modal training
- Self-paced learning
- Competency-based training



Multi-modal Training

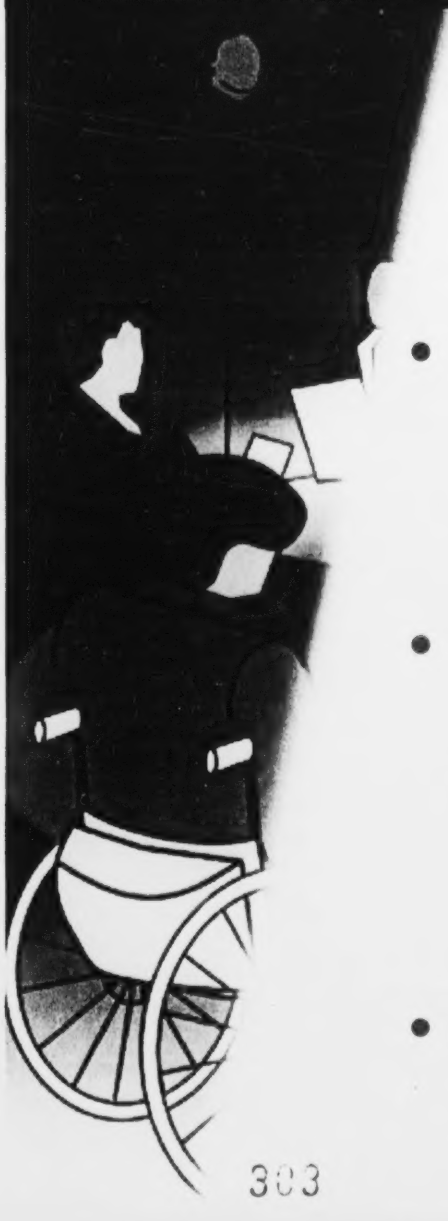
- High-quality training uses a variety of instructional modes to satisfy different learning styles.
  - One-to-one instruction
  - Direct observation/Hands-on training
  - Formal classes
  - Skill demonstration
  - Lecture
  - Film/videotape
  - Reading training modules
  - Computer-based interactive modules



Effectiveness of Training Modes

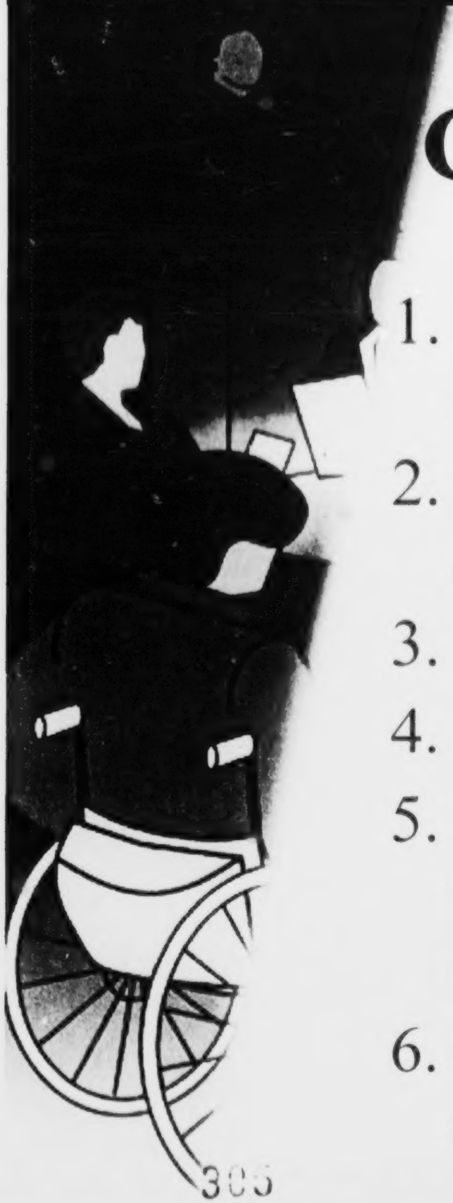
• Lecture	5
• Reading	10
• Audio-Visual Enhancement (Overheads, etc.)	20
• Demonstrations (seeing the new skill)	30
• Discussions with a group	50
• Practice of skill (in training setting)	75
• Immediate use of new skill or teaching skill to others	95

Templeman & Peters (1992)



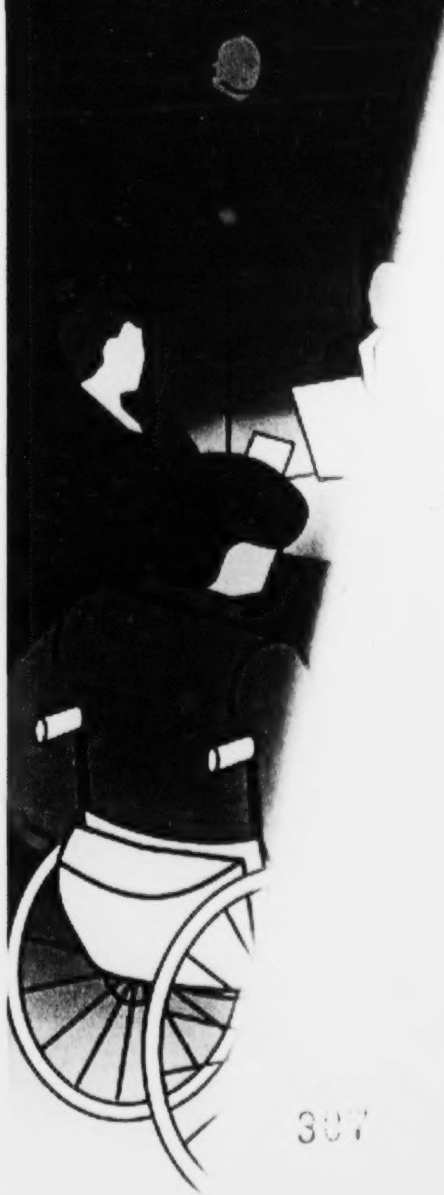
Self-Paced Learning Strategies

- Trainer sets expectations, provides training materials/resources and a timeframe.
- Learners direct their own training process, using materials provided in a manner that best meets their learning needs.
- Learning outcomes are measured upon completion.



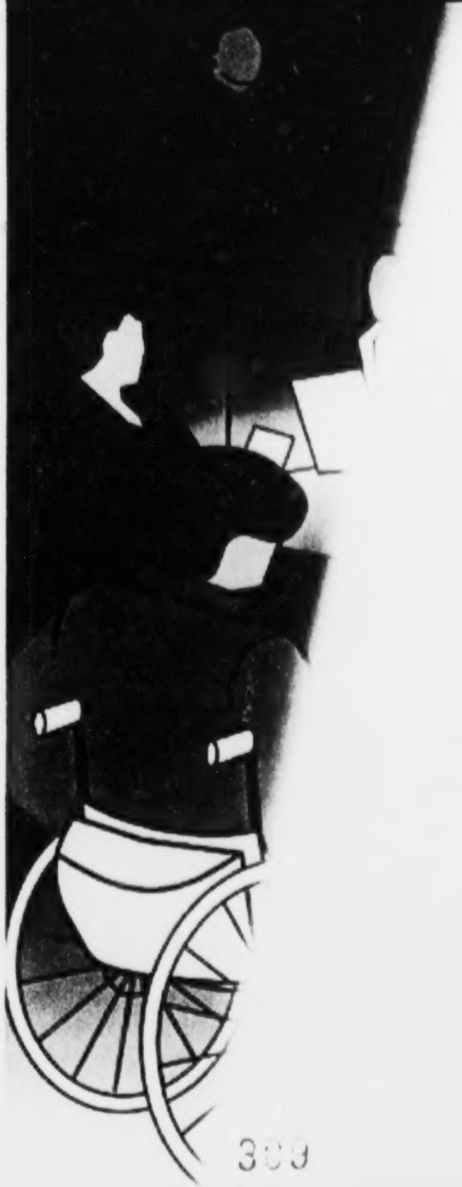
Competency-based Training

1. Identify skills staff need to meet job description.
2. Measure skills needed to meet job description (written pre-test, skill demonstration)
3. Set expectations for learning.
4. Select best training curricula and format.
5. Transfer knowledge to applied setting - post-training measurement (observation, skill demonstration)
6. Obtain feedback regarding performance of skill (performance review)



Formal Assessment Strategies

- Performance Appraisals
- Tests
- Self-Assessments

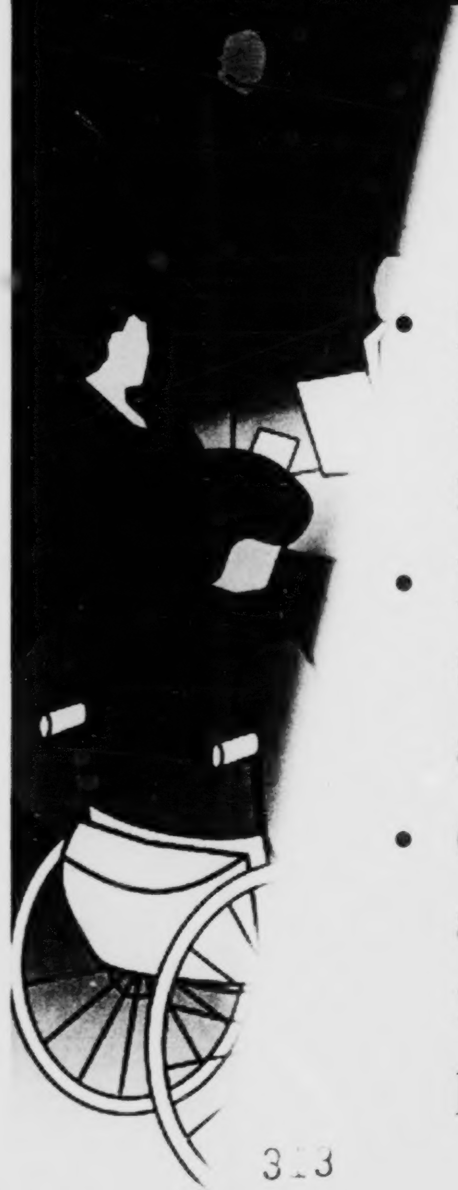


Informal Assessments

- Check-In
- Co-Worker Observations
- Direct Observation

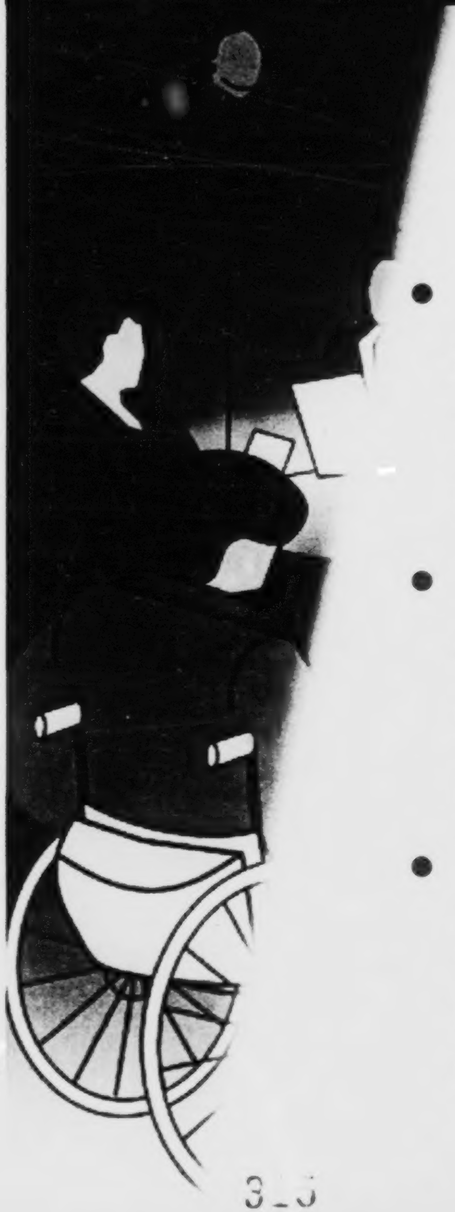
Training Topic Areas

- Roles and Ethical Responsibilities of DSPs
- Documentation
- Support Services for Persons with Developmental Disabilities
- Cultural Perspectives on Persons with Developmental Disabilities



Summary of Module C

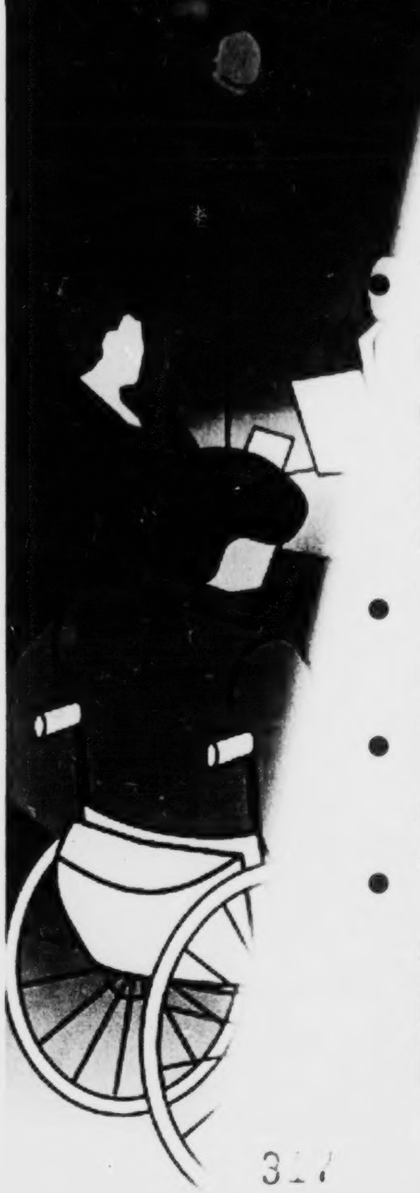
- Effective orientation programs demonstrate inclusive practices that welcome and value all new staff.
- Effective, culturally-competent training strategies are multi-modal, competency-based and offer self-paced learning opportunities.
- Culturally-competent formal and informal assessment strategies conducted regularly and fairly assist the new employee to improve performance.



Objectives of Module C 1

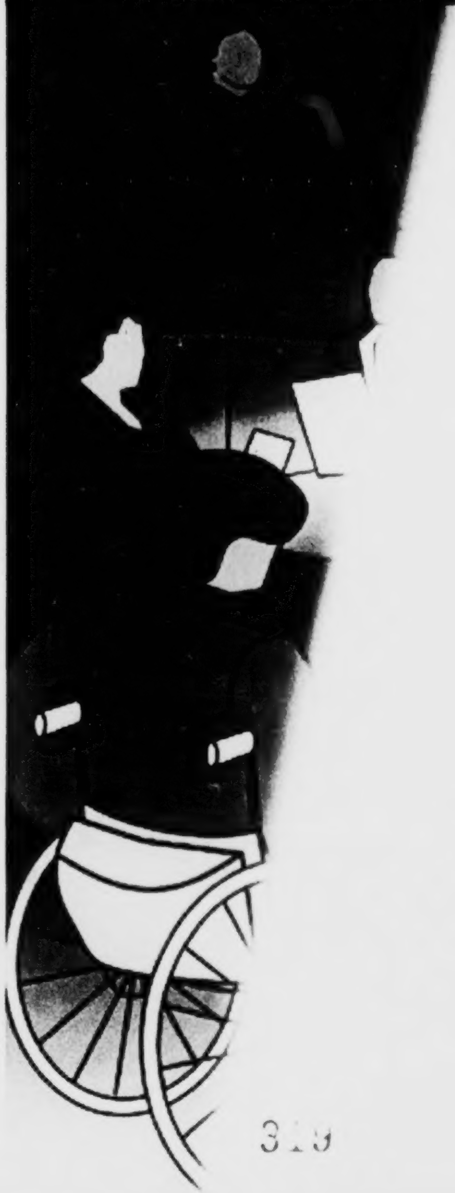
- The Frontline supervisor can teach and coach direct support professionals to use effective approaches to achieve necessary direct-support competencies.
- The Frontline supervisor can provide orientation and can answer questions of new staff through a variety of formal and informal instructional and learning activities.
- The Frontline supervisor can explain the culture of disability in the United States, and current models of service delivery to persons with developmental disabilities.

Partnerships For Success



Objectives of Module C 2

- The Frontline supervisor can explain roles and responsibilities of direct support professionals and the ethics that guide their work (i.e., personal physical space, imposing beliefs vs. encouraging independent thinking).
- The Frontline supervisor can provide information on organizational culture and norms.
- The Frontline supervisor can provide competency-based training.
- The Frontline supervisor can identify important content to include in training,including information related to cultural norms that may be important for immigrant workers.



Preview of Module D

- Recruiting for Diversity
- Realistic Job Previews
- Effective Interviewing
- Hiring Practices
- Building Organizational Cultural Competence

Module D:

Recruiting, Hiring & Organizational Practices that Support Immigrant Workers

FACILITATOR GUIDE

Introduction and Participant Competencies

In the previous modules you learned the knowledge and skills needed to build competency in and to support a diverse workforce. Now you are ready to learn how to build a diverse workforce through effective recruitment, hiring, and other organizational practices.

The following sections will provide recruitment strategies that tap into unique resources in the community, educate potential applicants about the direct support position, using realistic job previews, and that encourage culturally competent interviewing and hiring practices that will better prepare new workers for their jobs and lead to improved retention in your workforce.

This module will take approximately 6 hours to complete.

By completing this section, the participants will be able to demonstrate the following competencies:

- Recruit new direct support professionals (DSPs) by posting open positions both within the agency and externally in newspapers and job boards, by encouraging existing staff to recruit potential new hires, and by networking with high schools, technical schools, job centers, community associations, welfare-to-work programs, and other sources of potential hires.
- Identify community resources that assist DSPs with recruiting immigrant workers and can utilize these resources for recruitment (e.g. posting vacancies in community or ethnic newspapers, networking with immigrant service organizations).
- Schedule and complete interviews with potential new staff in collaboration with direct support professionals, consumers and their family members.
- Arrange for criminal background checks and driver's license reviews for newly hired personnel.
- Communicate effectively and use a variety of interviewing strategies to assess applicant skills in a culturally competent manner.
- Describe and develop components of a realistic job preview, and identify the benefits and application of this strategy as part of the interview process.
- Understand basic immigration law and hiring limitations and issues related to immigrant workers.

Introductory Arrangement and Materials

Room Set-up:	▪ Participants sit in an informal style that promotes interaction (at round tables seating 4 to 6 or in a semi-circle)
Materials:	▪ flipchart and markers ▪ pens (red, green, purple) ▪ nametags ▪ sign-in sheet ▪ overhead projector ▪ transparency markers ▪ food and beverages ▪ plates, napkins, and utensils ▪ Variety of hats. Enough for one per every 4-5 participants.
Overheads:	▪ Power of Diversity Curriculum Objectives ▪ Objectives of Module D 1 ▪ Objectives of Module D 2 ▪ Session Agenda ▪ How Do You Recruit? ▪ Recruitment Strategies ▪ Realistic Job Previews: Key Components ▪ Types of Realistic Job Previews ▪ Interviewing Challenges ▪ Using Multiple Interview Methods ▪ Roles of DSP to Explore with Applicants ▪ Summary of Module D ▪ Power of Diversity Curriculum Objectives
Worksheets/ Handouts/ Info Sheets:	▪ Recruitment Action Plan Worksheet ▪ Developing a Realistic Job Preview Worksheet ▪ Structured Interview Protocol Worksheet ▪ Immigration Law and Fair-Hiring Practices Fact Sheet ▪ Glossary and Acronyms (Immigration and Naturalization Services) ▪ Role Play Descriptions for Applicant ▪ Role Play Descriptions for Interviewer ▪ Organizational Cultural Competence Action Plan Worksheet ▪ Reflections on the Power of Diversity Training
Time:	▪ Approximately 6 hours.

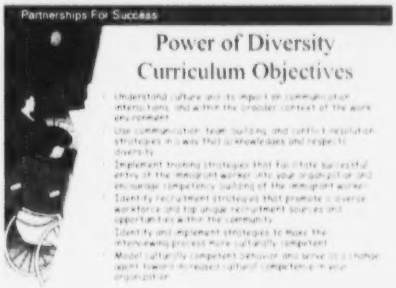
Housekeeping and Agenda Review

Time: 10 minutes

Facilitator Instructions

1. Provide housekeeping information to participants to help them feel comfortable in the training environment. This could include the location of restrooms, phones, break times, and other pertinent information.

2. Show participants the **Power of Diversity Curriculum Objectives** overhead. (Learner Guide, p. D2) Briefly review the objectives with participants. Use the Introduction material to the curriculum to help guide your presentation.

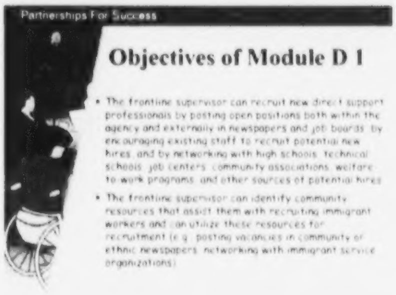


Partnerships For Success

Power of Diversity Curriculum Objectives

- Understand culture and its impact on communication interactions, and within the broader context of the work environment
- Use communication, team building, and conflict resolution strategies in a way that acknowledges and respects diversity
- Implement training strategies that facilitate successful entry of the immigrant worker into your organization and encourage competency building of the immigrant worker
- Identify recruitment strategies that promote a diverse workforce and tap unique recruitment sources and opportunities within the community
- Identify and implement strategies to make the interviewing process more culturally competent
- Model culturally competent behavior and serve as a change agent toward increased cultural competence in your organization

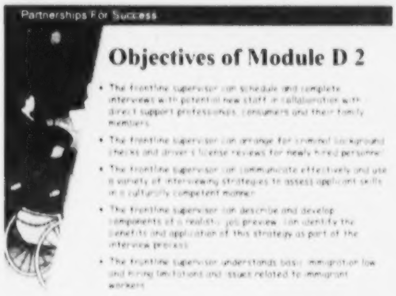
3. Show **Objectives of Module D 1** and **2** overheads. (Learner Guide, p. D2) Briefly review the objectives for the session. Use the Introduction material to **Module D** to help guide your presentation.



Partnerships For Success

Objectives of Module D 1

- The frontline supervisor can recruit new direct support professionals by posting open positions both within the agency and externally in newspapers and job boards, by encouraging existing staff to recruit potential new hires, and by networking with high schools, technical schools, job centers, community associations, welfare-to-work programs, and other sources of potential hires
- The frontline supervisor can identify community resources that assist them with recruiting immigrant workers and can utilize these resources for recruitment (e.g., posting vacancies in community or ethnic newspapers, networking with immigrant service organizations)

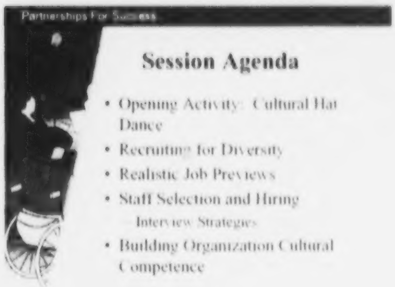


Partnerships For Success

Objectives of Module D 2

- The frontline supervisor can schedule and complete interviews with potential new staff in collaboration with direct support professionals, consumers and their family members
- The frontline supervisor can arrange for criminal background checks and driver's license reviews for newly hired personnel
- The frontline supervisor can communicate effectively and use a variety of interviewing strategies to assess applicant skills in a culturally competent manner
- The frontline supervisor can describe and develop components of a realistic job preview; can identify the benefits and application of this strategy as part of the interview process
- The frontline supervisor understands basic immigration law and hiring limitations and issues related to immigrant workers

4. Show **Session Agenda** overhead. (Learner Guide, p. D2) Briefly describe the topics covered in **Module D**.



Partnerships For Success

Session Agenda

- Opening Activity: Cultural Hat Dance
- Recruiting for Diversity
- Realistic Job Previews
- Staff Selection and Hiring
  - Interview Strategies
- Building Organization Cultural Competence

5. Remind the participants of the training expectations/norms:
   a) Be considerate and respectful of others and their opinions.
   b) Use active listening skills.
   c) Be on time.
   d) Other expectations discussed by the group in the last session.

Opening Activity: Cultural Hat Dance

*Adapted with permission from *50 Activities for Diversity Training*
by Jonamay Lambert and Selma Myers, HRD Press 1994.

Facilitator Background Information: Before this session, assemble a collection of hats of various types, such as hard hats, straw hats, baseball caps, ladies' dress hats, turbans, bicycle helmets, etc. You should have one hat for every 4-5 persons.

The purpose of this activity is to explore where people's perceptions come from and generalizations people make about other groups of persons and to discuss the need to see the individual within the context of a group, but as an individual first.

Time: 25 minutes

Material Checklist

☐ Variety of different hats; enough to assign one to each discussion group.

Facilitator Instructions

1. Divide the participants into discussion groups of 4 to 5 persons.

2. Give one hat to each group.

3. Ask participants to individually write a description of the person who would wear the hat. You can use the stem statement, "The hat belongs to..." and then ask them to thoroughly describe the person who wears that hat. (5 minutes)

4. Ask participants to work in the small group, sharing their written comments with each other about whom that hat belongs and noting similarities and differences. Groups should also identify a spokesperson in their group who will report on the similarities and differences of group member perceptions. (5 minutes)

5. Reconvene and ask each group to take 2-3 minutes to verbally report on the similarities and differences of opinion within their groups. Facilitate discussion to examine some of the different perceptions by asking the following questions: *Where do these perceptions come from? How do they guide your behavior?* (10 minutes)

6. Highlight for the participants the different perceptions of the various people in the room and how perceptions are based on individual experiences.

7. Highlight all that is "unknown" about the person when using only appearance to describe that person. Remind participants that one must see the differences of individuals within as well as between groups. For example, a person who looks as if s/he is from Somalia may or may not be aligned with some of the cultural norms from that group. Therefore, even though on the outside they "look like they are from Somalia," they in fact might identify more closely with a totally different group. It is important to see the individual within his/her cultural context. (5 minutes)

Cultural Hat Dance Summary: This exercise should underscore the concepts of different perceptions - how the same object or issue can be viewed differently depending on a person's background and culture. These are only perceptions. While it may help to have a general idea about the person, you really do not know the person from this perception. To understand who the person really is you need to look at the individual first and his/her relationship with the culture. For instance you may make generalizations about an individual based on skin color, dress, the music s/he listens to, or other visible factors that may associate him/her with a culture. However, it may be this individual does not actually associate with his or her cultural origins. It is important to remember that within groups there is diversity and that it is important to look at the individual within his/her culture. These concepts are critical to keep in mind as you recruit and interview people of diverse cultures. You may use perceptions to guide you, but you must recognize that it is based on your own cultural experiences and to learn about an individual you must move beyond simply perceptions.

Unit D1: Recruiting for Diversity

This unit will take approximately 1 hour to complete. Please read through all of the materials before beginning your presentation.

Introduction

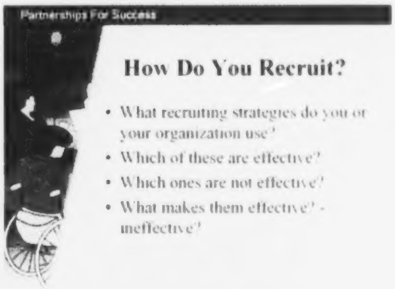
Now that you are better prepared to supervise a diverse workforce and you better understand the benefits, you will want to learn about recruitment strategies that allow you to tap into the growing pool of potential immigrant employees. Often, human service agencies use standard practices such as advertising in the classifieds section of the newspaper. While this may seem time and cost efficient, in reality it often times is not because it yields few new applicants and those who are hired do not remain in their position long enough to justify the expense. Several other resources and strategies to recruit new employees are oftentimes underutilized. The key to successful recruitment is identifying and hiring competent staff who are likely to remain in their position. This unit will discuss ways to recruit staff toward that goal.

D1-1: Building Recruitment Strategies

Facilitator Background Information: The purpose of this section is to identify effective recruitment strategies and what makes them effective. Participants will be asked to consider the strategies their organization is currently using and how well they are working. Although some participants may not be directly involved with recruiting in their agency, this should be an opportunity for them to think about the benefits and challenges of different recruiting strategies and encourage them to become more involved within their organization.

Remember to draw upon your own experience in recruiting direct support professionals as you facilitate discussion on these topics.

Time: 30 minutes



Partnerships For Success

How Do You Recruit?

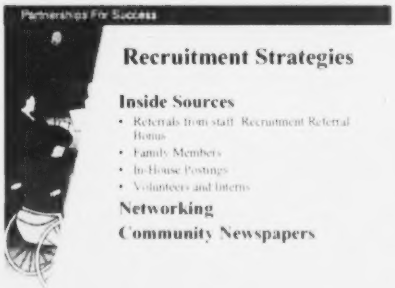
- What recruiting strategies do you or your organization use?
- Which of these are effective?
- Which ones are not effective?
- What makes them effective? - ineffective?

Facilitator Instructions

1. Show the **How Do You Recruit?** overhead. (Learner Guide, p. D4)

   Facilitate discussion on recruitment strategies, using the following prompts: *What strategies does your organization currently use? How effective are they? How do you know? What do you think makes them effective or not?*

   Spend time discussing with participants what works about these strategies and what doesn't work. Record effective recruitment strategies on your flipchart under the heading "Effective Strategies." (10 minutes)



Partnerships For Success

Recruitment Strategies

Inside Sources

- Referrals from staff: Recruitment Referral Bonus
- Family Members
- In-House Postings
- Volunteers and Interns

Networking

Community Newspapers

2. Show **Recruitment Strategies** overhead. (Learner Guide, p. D4)

   Discuss strategies that were not already identified by participants, and add any additional information not brought up by the group, using the information from the mini-lecture below. Encourage participants to share stories if they have experiences or testimony to any of these strategies. (20 minutes)

3. Refer the participants to the information sheets, **Effective Recruitment Strategies**, found on pages D5 and D6 in the Learner Guide. The following list duplicates the information in the Learner Guide.

Using inside sources. This strategy involves using current employees, consumers and their family members, volunteers, and Board of Directors members as active recruiters for potential new hires. The benefit of attracting new staff in this way is that the new staff person has an opportunity to ask a number of questions and gather information from a person who knows about the job and the organization prior to applying for the position. They have an opportunity to gain a better understanding of what the job entails, and can make an informed decision about whether or not they want to begin the application process. Hearing about a position from a friend, relative or neighbor is more informative than reading an ad in a newspaper, and the potential employee is more likely to get a real picture of the work s/he would be doing, including information about the exciting parts and benefits of the job area and what parts are difficult. They also are more likely to gain insight into the organizational culture and norms. This provides a clearer picture of what it would be like to work in that organization and serves as a mechanism to screen out people who decide the job or organization isn't for them. This method is important to immigrant workers who might be looking for an organization that welcomes and supports diversity.

Recruitment and referral bonus. This recruitment strategy provides an incentive for current employees to refer candidates for open positions. This strategy may mean a cash bonus to the person who referred an applicant who has been hired, or it can involve other incentives such as gift certificates, paid time off, etc. Referral programs can be structured in a number of ways. The preferred method is to provide several installments during the first six to twelve months after hire. Gradual installments can positively affect retention as well as recruitment because is provides an incentive to the person who makes the referral to offer informal support and mentoring to the new employee during the first few months of employment so that s/he is more likely to remain on the job. This strategy has been particularly successful in hiring immigrant workers in many organizations. This success is often due to the strong networks that exist within many of the cultures from which immigrant workers identify. As friends and relatives come to this country or area they are often looking for employment. Hearing about a potential job from a person within that given culture is an excellent way to find new employees.

Networking. Another strategy for improving recruitment is to network with various organizations such as immigrant service organizations, local resource centers, community education sites and technical schools, high schools, local colleges, job centers, and welfare-to-work programs. This strategy can provide access to individuals who are qualified and ready to be trained to work in the field of developmental disabilities. Networking might include presenting information about your agency to classes and job clubs, collaborating with other organizations to present more and varied opportunities, and connecting with community organizations about the best way and place to "recruit" potential immigrant workers. Applicants recruited through these organizations may have financial and other forms of support (e.g., childcare, transportation) that might also serve as an incentive for them to remain in their position.

Community or ethnic newspapers. Another potential avenue for accessing job-seeking immigrant applicants is through community or ethnic newspapers. The key is to present information about your organization so that it will not become lost among the many other job ads. One way to do this could be to write an article for a local newspaper that highlights the services offered to people with disabilities and provides contact information for those persons interested in a position. This method provides information about the job and attracts people based on interest as well as the need for employment. In talking with many immigrant workers it has become evident that many are drawn to this line of work because of a sense of wanting to give to others and as a calling from a "higher power." The human side of this line of work is very important to many immigrant workers and being able to show this side of the direct support professional job is important in recruiting individuals.

Web-based advertising. Posting job descriptions and openings on the internet offers room for larger ads that can be much more descriptive of the organization and the particular job descriptions. These web-based job postings could include photographs, comments from current staff persons about the job, and other information that would be more meaningful to a potential applicant. Many agencies are beginning to use this strategy and this will continue to be a more important recruitment tool as web use continues to increase. Many organizations have reported success in being able to recruit people into their organization, using the internet as a tool.

Recruitment Strategies Summary: Many organizations are finding that traditional recruitment methods (i.e. newspaper ads) are no longer bringing in enough new recruits to fill vacancies. Supervisors and other agency recruiters should become familiar with other methods such as referral and hiring bonuses, using inside sources, and tapping new worker pools.

D1-2: Developing a Recruitment Action Plan

Introduction
New American and immigrant worker pools are excellent new sources of workers for human service agencies. Tapping these pools requires some thought and planning. Agencies need to identify where this pool of workers can be contacted and how best to inform them of job openings. Agencies should assess their current resources to determine how they are able to deal with issues related to recruiting and employing immigrant workers, such as potential language and cultural barriers. Once these issues have been resolved, agencies should find that immigrants are a wonderful source of new employees.

Facilitator Background Information: This activity will allow participants to think about the recruitment strategies that are most appropriate for their organization based on what they are currently doing and the resources that exist in their community. Participants may be involved to varying degrees in this function within their organization. This is an opportunity for participants to think creatively to build a recruitment plan they think best. Encourage participants to share this information with the appropriate person within their organization (i.e., HR) as they see fit.

Time: 35 minutes

Facilitator Instructions

1. Ask participants to go to **Recruitment Action Plan Worksheet** in their Learner Guide (p. D8).

2. Ask participants to break into small groups of 3-4 persons.

3. Ask participants to work in small groups to discuss what they will need to do in their agencies to improve their recruitment of immigrant workers, based on the information just presented. They should begin with what strategies they are currently using and build from there. Participants should use the **Recruitment Action Plan Worksheet** to guide this process. Each group should assign a reporter who will share their action plan with the full group. (15-20 minutes)

4. Ask for a volunteer from each small group to take about 2-3 minutes to share the action plans. (10-15 minutes)

Recruitment Action Plan Summary: Tapping into new recruitment sources will take agency resources and commitment. Learning to develop an action plan around recruiting and evaluating the plan helps organizations understand what is working and what is not.

Recruitment Action Plan Worksheet

1. Identify three new sources of recruitment of immigrant workers in your local community or agency that you could utilize.

2. What steps will you take in changing your recruitment practices to interest new workers from immigrant pools?

3. What changes within the organization are needed to help it feel welcoming to new workers from different backgrounds?

4. With whom within your organization will you need to discuss this new action plan?

5. What resources do you need?

6. What is the timeframe to implement?

7. How will you know that you have been successful?

Unit D2: Realistic Job Previews (RJPs)

This unit will take approximately 1 hour and 40 minutes to complete. Please read through all of the material before beginning your presentation.

Introduction: Many human service jobs and particularly at the direct-support level are considered "hidden" jobs. In other words the community has very little understanding of the majority of the work DSPs do as part of their job. When people apply for hidden jobs they often are not familiar with what the work involves and therefore may quickly resign due to unmet expectations about the job. Realistic job previews are a way of sharing information about the job prior to a job offer being made so that potential new staff have a better understanding of the types of tasks for which they would be responsible.

Realistic job previews are an important strategy when working with immigrant applicants. Many immigrants may never have seen individuals with disabilities or the supportive devices that persons with disabilities use in our culture. They need to see these realities and what the position looks like prior to being offered a position.

An overview of all of the types of tasks a person would be expected to do is important. This includes tasks such as cooking, doing household chores, driving, medical interventions, etc. In discussions with many immigrant workers and their co-workers it is clear that for some immigrant workers a realistic picture of their responsibilities was not made clear to them up front and this resulted in conflict in their jobs and, for some, leaving their positions. It is also important that a realistic job preview shows the organizational culture or unwritten rules and practices. New staff have much to learn the first few weeks on the job, including rules, information about consumers, procedures, and schedules. New employees who are not familiar with the cultural norms and unspoken rules within an organization have even more to learn. Given that these "norms" or practices can vary across industries and even across organizations it is important that the unspoken ways of your organization are also illustrated in the realistic job preview. Such things as timeliness, appropriate dress, and ways of interacting with consumer, co-workers, and supervisors are all examples of unspoken rules that have to be learned when joining a new organization.

Using realistic job previews is one effective way to reduce unnecessary turnover. By creating effective realistic job previews, agencies can reduce the time and money wasted on interviewing and hiring people who do not understand or enjoy direct support work.

D2-1: Realistic Job Previews

Facilitator Background Information: The purpose of this section is to identify the benefits and necessary components of an effective realistic job preview, describe different methods of conducting a realistic job preview and the most critical information for an organization to include when developing a realistic job preview.

Time: 45 minutes- 1 hour

Facilitator Instructions

1. Ask participants what is involved in being an "air traffic controller." Probably many people will have no idea or only parts of the job. Explain that this is a hidden job and the role of direct support to many people may be considered a hidden job. Ask participants if any of them have experienced this feeling. Record their responses to the air traffic controller question on the flipchart. (5 minutes)

2. Ask participants to describe what is involved in being a social worker. *What kinds of things might they be doing on a daily basis? What are different areas/settings in which they may be working?* Record ideas on flipchart. (5 minutes)

3. Now consider how the role of a social worker would look different in another country. *How might a hospital social worker be different in India, Russia or Thailand? Do they have different resources? Are boundaries the same?* (5 minutes)

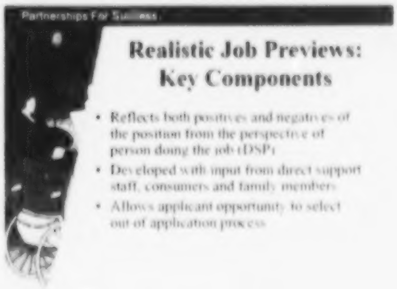
4. Facilitate a discussion on cultural views of different professional roles. Ask participants if they know of other countries in which professionals have very different roles than they do in the U.S. (5 minutes)

5. Now ask participants to identify "norms" or "unwritten rules" in their organization. Share an example from your workplace. How did they learn

these rules? Think of how they vary across organizations. If they have difficulty identifying many, ask them to think about experiences traveling. What were some of the "unwritten rules" they learned the hard way? Emphasize that all of these factors combined create a very foreign environment to many new employees and in order to minimize this high degree of unknown, the supervisor should develop strategies to share information about the unwritten rules.

6. Show **Realistic Job Previews: Key Components** overhead. (Learner Guide, p. D10)

   Present information on realistic job previews, emphasizing the importance of minimizing the "unknown" for new employees, using the mini-lecture below to guide your presentation.



Partnerships For Success

Realistic Job Previews: Key Components

- Reflects both positives and negatives of the position from the perspective of person doing the job (DSP)
- Developed with input from direct support staff, consumers and family members
- Allows applicant opportunity to select out of application process

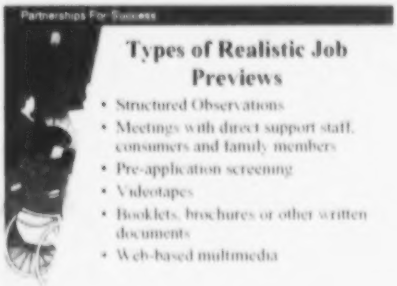
Staff retention is higher when new employees understand the job they are applying for and have the opportunity to consider whether it is a good fit for them. A *realistic job preview* is a method used by supervisors or agencies to share information with an applicant about the realities of a position prior to offering the applicant the job. This process of sharing information with an applicant can be done through various modes; what is most important is that the realistic job preview (RJP) reflects both positive and negative aspects of a job from the perspective of direct support professional. This is especially important in a field such as human services where many of the tasks of a position are unknown to those who have not worked in the field or to those who may not have worked in the field within the U.S. Think about what you did or did not know about providing supports to persons with developmental disabilities prior to accepting a position in this field. Was your first job as you had expected it to be? What responsibilities were a surprise to you?

For many new employees who have not worked in the field, these surprises or unexpected responsibilities can seem overwhelming and can be stressful. It is critical when hiring new employees that they understand what the job will entail prior to being offered the job. At this point an individual is still free to make a decision whether or not they can handle or will like what is expected of them in the position. For immigrant workers, this may be especially critical as it is possible that even more is unknown about human services and providing services to people with disabilities than for applicants who are non-immigrant.

When people have an accurate picture of the position and they accept the position, they are much more likely to succeed and enjoy their job. (5-10 minutes)

7. Facilitate discussion on realistic job previews, using the following prompts: *Does your organization use realistic job previews? How does this work? Are there other ways your organization shares the information that would be included in a realistic job preview? What are they?* (5 minutes)

8. Show **Types of Realistic Job Previews** overhead. (Learner Guide, p. D10) Use mini-lecture below to guide your presentation.



Partnerships For Success

Types of Realistic Job Previews

- Structured Observations
- Meetings with direct support staff, consumers and family members
- Pre-application screening
- Videotapes
- Booklets, brochures or other written documents
- Web-based multimedia

While there are many ways to do a realistic job preview, effective RJPs are developed with input from existing direct support professionals, frontline supervisors, human resource and other administrators, and provide a real preview of the task and responsibilities of the job. Most importantly, direct support professionals should be central to any realistic job preview if this is the job for which the person is applying. When possible, the individuals who receive supports from the agency should also be included. Now let's take a look a different at methods of implementing a realistic job preview. Refer participants to the information sheets, **Types of Realistic Job Previews** in the Learner Guide beginning on p. D11. This information packet duplicates the following list:

Structured observations. These observations take place at a worksite and provide the applicant with a comprehensive overview of job expectations. In a structured observation the applicant is given a checklist that identifies the specific activities or skills that they should observe. Existing employees may spend some time talking with the observer but to be most effective the observer should take responsibility for gathering the information s/he needs so that working staff are focused on performing duties in their usual ways. Remember, this is not actually on-the-job training, but an opportunity for the potential staff member to get a better picture of the job. Structured observations should be followed by an opportunity to debrief - talk with a supervisor about the observations and have questions answered.

Meetings with direct support professionals, consumers and/or parents. These meetings can also be an effective way to share information about the roles and expectations of the position. If information is presented by a consumer or family member it can also provide a different perspective for the applicant. This is valuable for the applicant as it ensures they understand who is receiving services. The direct support professional can also provide valuable information including some of the highlights and drawbacks of the job.

Pre-application screening. Pre-applicant screening takes place when an applicant requests information on the application process or when s/he requests an application. It can be very brief and is designed to help the agency find out if the prospective employee meets minimal criteria. There are a number of ways to adapt a pre-screening to include relevant information for the applicant, such as pay-scale, hours, shifts, etc.

Videotapes. Videotapes are created to show an applicant what the job is really like by showing people performing the job. It should reflect different types of situations, with different consumers, consumer programs, activities and staff members.

Booklets or brochures. Published material such as booklets or brochures could range from professionally developed agency-wide brochures to photo albums compiled by consumers and direct support professionals. While the format may vary considerably it is necessary that the product presents all the components of an effective RJP.

Web-based multimedia. This form of an RJP involves putting comprehensive information about the positive and negative features of jobs on a website for prospective employees to review before applying for a job or before a job offer is made. This may include photos, verbal descriptions, video clips, and text to provide information about the agency and position.

Group RJPs. One way to deliver an RJP involves a group of prospective applicants meeting to receive information about the agency and job, and an opportunity for applicants to ask questions. This should be done in segments, with frequent breaks to allow individuals to leave if they are not interested in the work being described. (20 minutes)

9. Acknowledge with participants that as a supervisor they may not have ultimate control over the development and implementation of the RJP their organization uses, but can facilitate the development of an RJP or simply incorporate the RJP concept into their interviewing process.

RJP Summary: A supervisor may not have ultimate control over the development and implementation of certain types of realistic job previews. For example, s/he likely cannot develop a video or a professional brochure for the agency alone. But s/he can facilitate the development of these or even implement parts of strategies such as working with consumers to create a photo album to tell about their life or working with a team of supervisors and direct support professionals to create a video, or leading a team of supervisors and direct support professionals to create a standard presentation for group RJPs. These are some ways that supervisors can promote the use of realistic job previews in their agencies.

However the frontline supervisor or your agency incorporates methods of realistic job previews, the key is to provide the information in a realistic manner, including both negative and positive aspects of the job, and show tasks and responsibilities that current staff wished they had known about before taking the job. It is also critical that you explain to the applicant prior to the RJP why you are providing the information and that they are not obligated to stay if they have determined they are not interested. You may want to check-in with the applicant after the RJP to help him/her determine whether it is a good fit, allowing him/her the opportunity to politely stop the application process.

D2-2: Developing a Realistic Job Preview

Facilitator Background Information: The purpose of this section is to allow participants an opportunity to identify what they need to build into realistic job preview to help immigrant workers understand what is expected of them.

Time: 40 minutes

Facilitator Instructions

1. Ask participants to go to the **Realistic Job Preview Worksheet** in the Learner Guide (p. D13).
2. Ask participants to break into small groups of 3-4 persons.
3. Have participants work in their small groups to begin the process of developing a realistic job preview, using the worksheet. This includes identifying 6 tasks of a DSP position, 4-5 unwritten rules or behavioral expectations of a DSP, and who will be involved in developing the RJP. (25-30 minutes)
4. Have each group report out briefly on their plans. (10-15 minutes)

Facilitator Note: Some agencies may already be using realistic job previews or are in the process of developing them. For those groups, participants can use this activity to identify ideas to improve the realistic job preview their organization uses to make it more culturally competent.

RJP Summary: Realistic job previews are important tools for ensuring that prospective employees have a good understanding about what a direct support position entails before they take the job. For immigrant workers who may have less understanding of American disability culture this can be a critical piece to keep from hiring workers who will be unhappy and leave shortly after hire.

Developing a Realistic Job Preview Worksheet

1. Identify 6 tasks/responsibilities of DSP role that should be portrayed in RJP. Balance the positive with the negative. Include tasks or responsibilities that may be a surprise to some immigrant workers (like making hotdish!).

2. Identify 4-5 "unwritten" rules or behavioral expectations for DSP at your organization. (Think about what may be most surprising to some immigrant workers - such as avoiding talking about personal religion on the job).

3. Identify what type of RJP you could develop to help immigrant workers understand these tasks and rules most clearly.

4. Identify who will be involved in developing RJP (DSPs, other immigrant workers, etc).

5. Begin to think of who are the best people to portray specific parts and how they will do it.

6. List some ways you can help applicants communicate that they are not interested in the position.

(Note: This is a practice exercise to help you brainstorm about RJP possibilities. Be as creative as you want in creating a meaningful RJP that fits the culture of your organization)

Unit D3: Staff Selection and Hiring

This unit will take approximately 2 hours. Please read through all of the material before beginning your presentation.

Introduction: Frontline supervisors often interview and hire direct support professionals for the programs they directly supervise. As our population continues to become more diverse it will be important for the frontline supervisor to have the skills to conduct successful interviews with persons from diverse ethnic groups. This unit is designed to discuss some of the challenges of interviewing, and to identify and apply strategies to improve the interview process. These strategies will allow the supervisor to better assess the knowledge and skills of an applicant in a culturally competent manner and to discuss those roles and responsibilities that are critical to providing supports to persons with developmental disabilities.

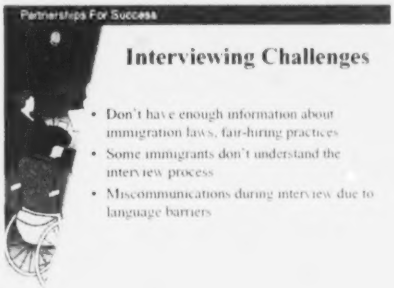
The process of selecting and hiring new employees is the first step to building and supporting an effective and productive workforce. The ability to use effective strategies and best practices in the hiring and selection process can set the stage for success for the new employee. How you recruit new employees, the information provided, and the strategies used to interview applicants are all critical to making best choices among candidates and encouraging new employees to succeed. While these strategies apply to all new hires, it is important to consider concepts in the context of recruiting and hiring immigrant workers. The process of interviewing and hiring immigrant workers may bring a different set of challenges that will be addressed below. This will be discussed from the perspective of the immigrant worker as well as from the perspective of the supervisors.

Many frontline supervisors have had little opportunity to learn about and develop different interviewing strategies. Frontline supervisors have reported that for the most part these skills are simply acquired on the job. Concerns such as needing more information on immigration laws, miscommunication in the interview process, and misunderstanding due to cultural differences can make this task seem even more overwhelming. This section will provide a number of different interviewing strategies that can be used to address the issues listed above and build competency in hiring and interviewing.

D3-1: Effective Interviewing

Facilitator Background Information: The purpose of this section is to acquaint participants with the challenges of interviewing in a diverse environment and techniques that can improve the interview and hiring process.

Remember to draw upon your own experiences as you facilitate discussion on these topics.



Partnerships For Success

Interviewing Challenges

- Don't have enough information about immigration laws, fair-hiring practices
- Some immigrants don't understand the interview process
- Miscommunications during interview due to language barriers

Time: 1 hour

Facilitator Instructions

1. Show **Interviewing Challenges** overhead. (Learner Guide, p. D16)

   Discuss these challenges and identify other challenges participants may have experienced in interviewing persons from different ethnic backgrounds. Typical challenges include language barriers, FLS being unaware of immigration and work laws, and immigrants being unaware of employment protocols (e.g. some workers have applied for a job and then sent a relative to actually work the job). Record participant responses on flipchart. (5 minutes)

2. Facilitate discussion around strategies they have used to address some of these challenges and improve interview process. *How have you adapted your interview process to deal with the issues identified?* Use flipchart to record strategies. (5 minutes)

3. Present information on **Structured Interview Protocols** to participants, building upon the strategies they identified. If participants identified structured interview protocols as a strategy, build on this response by presenting the information below:

Structured Interview Protocols are designed to have all applicants respond to the same set of questions. This provides information that can be more easily assessed as you can evaluate the answers based on a predetermined scale. You can also compare responses from excellent and poor candidates to determine how well the applicant understands the concept in question. The questions are designed to address important behaviors that distinguish excellent performers from poor performers. This strategy ensures consistency across interviews and facilitates the evaluation process. Instead of asking "What would you do if..." questions that allow the applicant to tell you what they think you want to hear, use questions that ask "tell me about a time when..." The best predictor of future behavior is past behavior in similar circumstances.

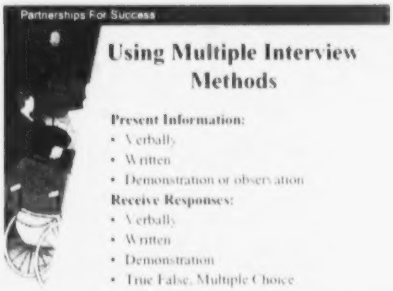
While this practice may be an effective way to identify qualified candidates, it also has potential drawbacks. For instance, as described above, recent hires that are friends may "prep" applicants prior to the interview, so that the applicant may be responding based on what they think the correct answers are rather than what they believe or on the skills they have. In order to avoid this situation, the frontline supervisor can develop a number of protocols and rotate the use of these interviews. Each interview will still address the same issues or concepts, but the question can be phrased differently, and/or the ordering of the questions may be different. This will help to ensure that interviewees are responding to questions in such a way that their responses reflect their understanding of the concept. (5 minutes)

4. Facilitate discussion around structured interview protocols. *What has your experience been with structured interviews? What do you find to be the benefits of this strategy? What is challenging about this strategy?* (5 minutes)

5. Ask participants to go to the **Structured Interview Protocol Worksheet** in the Learner Guide (p. D17). Ask participants to break into groups of 3-4 persons.

6. Participants should work together in their small groups to develop a sample structured interview, using the worksheet to guide the process. (20 minutes)

7. Bring participants back to large group and present information on multiple interview methods. Show the **Multiple Interview Methods** overhead (Learner Guide, p. D14). Use the following information to guide your presentation. (5 minutes)


Partnerships For Success

Using Multiple Interview Methods

Present Information:
- Verbally
- Written
- Demonstration or observation

Receive Responses:
- Verbally
- Written
- Demonstration
- True False, Multiple Choice

Using Multiple Interview Methods allows you to best assess the qualifications, skills, and understanding of the applicant. Consider your own style of interviewing or test taking. Do you prefer to have a conversation to display your qualifications or do you prefer a hands-on assessment? Do you do better responding to questions that you read or that you hear? For immigrant applicants using various modes of gathering information may provide you with a better understanding of their skills. For example, if an immigrant applicant has poor verbal English language skills, but can read English and writes well, his/her knowledge or ability will be misrepresented if his/her skills are only assessed through conversation. (10 minutes)

8. Using sample structured interview protocols completed by participants, ask participants to identify and describe different methods of soliciting the same information to accommodate different styles. (10 minutes)

9. Ask for a couple of volunteers to share their ideas with the larger group. (5 minutes)

Structured Interview Protocol Worksheet

1. Identify 3-5 areas that are necessary to be a good candidate for a DSP position? (e.g., teamwork, managing multiple tasks, etc.)

2. Design a question that addresses each of these competency areas. This may be an open-ended question, a response to scenarios or other ways that you can elicit responses that accurately reflect skills and understanding.

3. For each question, identify key elements of responses that reflect varying levels of skill or knowledge (e.g., excellent worker, proficient worker, poor performing worker).

4. Now ask these questions of your team members. In response to these questions, each member should write a brief response to each question. Compare responses. Discuss responses with group members. Which question for each skill area elicited a response that best reflects an applicant's understanding of that competency area?

5. Choose the best question for each competency and make edits as needed. Be prepared to share with the large group.

D3-2: Immigration Law and Fair-Hiring Practices

Time: 10 minutes

Facilitator Instructions

1. Refer participants to the **Immigration Law and Fair Hiring Practices Fact Sheet** in the Learner Guide (p. D17). Ask participants to read the information. (5 minutes)

2. Facilitate a discussion around experiences that supervisors and organizations have had related to hiring practices with immigrant workers. Suggest that participants may want to use the **Notes Page** on page D19 of the Learner Guide. (5 minutes)

3. Tell participants the Learner Guide includes a glossary of commonly used terms related to hiring practices and immigration law. (Learner Guide, p. D22-26) Encourage participants to become familiar with these terms as needed to become more effective when working with immigrant workers.

4. Refer participants to additional resources if they have concerns about the legal issues of hiring an immigrant worker. You can find these resources by doing research in your community around immigration services and application services. Additionally, local community newspapers and the internet are good resources.

Staff Selection and Hiring Summary: When hiring, it is important that supervisors use strategies that help to get responses that accurately reflect the candidate's real abilities. Using open-ended questions and a structured interview process are some methods for doing this. Allowing the candidate to respond using a variety of methods helps English language learners express their abilities. Being familiar with fair-hiring practices and immigration law helps FLS know whether a person is legal to work.

Immigration Law and Fair Hiring Practices Fact Sheet

Do citizens and nationals of the U.S. need to prove, to their employers, they are eligible to work?
Yes. While citizens and nationals of the U.S. are automatically eligible for employment, they too must present proof of employment eligibility and identity and complete an Employment Eligibility Verification form (Form I-9). Citizens of the U.S. include persons born in Puerto Rico, Guam, the U.S. Virgin Islands and the Northern Mariana Islands. Nationals of the U.S. include persons both in American Samoa, including Swains Island.

Do I need a completed Form I-9 for everyone who applies for a job with my company?
No. You need to complete Form I-9 only for people you actually hire. For purposes of the I-9 rules, a person is "hired" when he or she begins to work for you for wages or other compensation.

I understand that I must complete a Form I-9 for anyone I hire to perform labor or services in return for wages or other remuneration. What is "remuneration"?
Remuneration is anything of value given in exchange for labor or services rendered by an employee, including food and lodging.

Can I fire an employee who fails to produce the required document(s) within three (3) business days?
Yes. You can terminate an employee who fails to produce the required document(s), or a receipt for a replacement document(s) (in the case of lost, stolen or destroyed documents), within three (3) business days of the date employment begins. However, you must apply these practices uniformly to all employees. If an employee has presented a receipt for a replacement document(s), he or she must produce the actual document(s) within 90 days of the date employment begins.

What happens if I properly complete a Form I-9 and the INS discovers that my employee is not actually authorized to work?
You cannot be charged with verification violation; however, you cannot knowingly continue to employ this individual. You will have a good faith defense against the imposition to employ this individual. You will also have a good faith defense against the imposition of employer sanctions penalties for knowingly hiring an unauthorized alien unless the government can prove you had actual knowledge of the unauthorized status of the employee.

What is my responsibility concerning the authenticity of document(s) presented to me?
You must examine the document(s) and, if they reasonably appear on their face to be genuine and to relate to the person presenting them, you must accept them. To do otherwise could be an unfair immigration-related employment practice. If a document does not reasonably appear on its face to be genuine and to relate to the person presenting it, you must not accept it. You may contact your local INS office for assistance.

May I accept a photocopy of a document presented by an employee?
No. Employees must present original documents. The only exception is an employee may present a certified copy of a birth certificate.

What does the law say about it?
The Immigration and Nationality Act is a law that governs the admission of all persons to the United States. For the part of the law about Employment Authorization Documents, please see INA 274A. The Code of Federal Regulations [CFR] discusses the employment authorization responsibilities of both employers and employees at 8 CFR 274a.

*http://www.ins.gov

GLOSSARY & ACRONYMS
Immigration and Naturalization Services

Acquired Citizenship - Citizenship conferred at birth on children born abroad to a U.S. citizen parent(s).

Alien - Any person not a citizen or national of the United States.

Asylee - An alien in the United States or at a port of entry who is found to be unable or unwilling to return to his or her country of nationality, or to seek the protection of that country because of persecution or a well-founded fear of persecution. Persecution or the fear thereof must be based on the alien's race, religion, nationality, membership in a particular social group, or political opinion. For persons with no nationality, the country of nationality is considered to be the country in which the alien last habitually resided. Asylees are eligible to adjust to lawful permanent resident status after one year of continuous presence in the United States. These immigrants are limited to 10,000 adjustments per fiscal year.

Certificate of Citizenship - Identity document proving U.S. citizenship. Certificates of citizenship are issued to derivative citizens and to persons who acquired U.S. citizenship (See definitions for Acquired and Derivative Citizenship).

Employer Sanctions - The employer sanctions provision of the Immigration Reform and Control Act of 1986 prohibits employers from hiring, recruiting, or referring for a fee aliens known to be unauthorized to work in the United States. Violators of the law are subject to a series of civil fines for violations or criminal penalties when there is a pattern or practice of violations.

General Naturalization Provisions - The basic requirements for naturalization that every applicant must meet, unless a member of a special class. General provisions require an applicant to be at least 18 years of age and a lawful permanent resident with five years of continuous residence in the United States, have been physically present in the country for half that period, and establish good moral character for at least that period.

Green Card/Permanent Resident Card -A permanent resident card is evidence of your status as a lawful permanent resident with a right to live and work permanently in the United States. It is also evidence of your registration in accordance with United States immigration laws. The Permanent Resident Card is also called INS Form I-551.

Immediate Relatives - Certain immigrants who, because of their close relationship to U.S. citizens, are exempt from the numerical limitations imposed on immigration to the United States. Immediate relatives are: spouses of citizens, children (under 21 years of age and unmarried) of citizens, and parents of citizens 21 years of age or older.

Immigrant/Permanent Resident Alien - An alien admitted to the United States as a lawful permanent resident. Permanent residents are also commonly referred to as immigrants; however, the Immigration and Nationality Act (INA) broadly defines an immigrant as any alien in the United States, except one legally admitted under specific nonimmigrant categories (INA section 101(a)(15)). An illegal alien who entered the United States without inspection, for example, would be strictly defined as an immigrant under the INA but is not a permanent resident alien. Lawful permanent residents are legally accorded the privilege of residing permanently in the United States. They may be issued immigrant visas by the Department of State overseas or adjustment to permanent resident status by the Immigration and Naturalization Service in the United States.

Immigrant Visa - An immigrant visa is given to someone who intends to live and work permanently in the United States. In most cases, your relative or employer sends an application to the INS for (the beneficiary) to become an immigrant.

Immigration Act of 1990 - Public Law 101-649 (Act of November 29, 1990), which increased the limits on legal immigration to the United States, revised all grounds for exclusion and deportation, authorized temporary protected status to aliens of designated countries, revised and established new nonimmigrant admission categories, revised naturalization authority and requirements.

Immigration and Nationality Act - The Act (INA), which, along with other immigration laws, treaties and conventions of the United States, relates to the immigration, temporary admission, naturalization, and removal of aliens.

Immigration and Naturalization Service - The U.S. Immigration and Naturalization of Justice is responsible for enforcing the laws regulating the admission of foreign-born persons (i.e. aliens) to the United States and for administering various immigration benefits, including the naturalization of qualified applicants for U.S. citizenship. INS also works with the Department of State, the Department of Health and Human Services and the United Nations in the admission and resettlement of refugees. INS is headed by a Commissioner who reports to the Attorney General.

Immigration Reform and Control Act (IRCA) of 1986 - Public Law 99-603 (Act of 11/6/86), which was passed in order to control and deter illegal immigration to the United States. Its major provisions stipulate legalization of undocumented aliens who had been continuously unlawfully present since 1982, legalization of certain agricultural workers, sanctions for employers who knowingly hire undocumented workers, and increased enforcement at U.S. borders.

Migrant - A person who leaves his/her country of origin to seek residence in another country.

National - A person owing permanent allegiance to a state.

Naturalization - The conferring, by any means, of citizenship upon a person after birth.

Naturalization Application - The form used by a lawful permanent resident to apply for U.S. citizenship. The application is filled with the Immigration and Naturalization Service at the Service Center with jurisdiction over the applicant's place of residence.

Nonimmigrant - An alien who seeks temporary entry to the United States for a specific purpose. The alien must have a permanent residence abroad (for most classes of admission) and qualify for the nonimmigrant classification sought. The nonimmigrant classifications include: foreign government officials, visitors for business and for pleasure, aliens in transit through the United States, treaty traders and inventors, students, international representatives, temporary workers and trainees, representatives, temporary workers and trainees, representatives of foreign information media, exchange visitors, fiancé(e)s of U.S. citizens, intra-company transferees, NATO officials, religious workers, and some others. Most non-immigrants can be accompanied or joined by spouses and unmarried minor (dependent) children.

Nonimmigrant visa - A nonimmigrant visa is given to someone who lives in another country and wishes to come temporarily to the United States for a specific purpose. Nonimmigrant visas are given to people such as tourists, business people, students, temporary workers, and diplomats.

Refugee - Any person who is outside his or her country of nationality who is unable or unwilling to return to that country because of persecution or a well-founded fear of persecution. Persecution or the fear thereof must be based on the alien's race, religion, nationality, membership in a particular social group, or political opinion. People with no nationality must generally be outside their country of last habitual residence to qualify as a refugee. Refugees are subject to ceilings by geographic area set annually by the President in consultation with Congress and are eligible to adjust to lawful permanent resident status after one year of continuous presence in the United States.

Special Immigrants - Certain categories of immigrants who were exempt from numerical limitation before fiscal year 1992 and subject to limitation under the employment-based fourth preference beginning in 1992; persons who lost citizenship by marriage; persons who lost their citizenship by serving in foreign armed forces; ministers of religion and other religious workers, their spouses and children; certain employees and former employees of the U.S. Government abroad, their spouses and children; Panama Canal Act immigrants; certain foreign medical school graduates, their spouses and children; certain retired employees of international organizations, their spouses and children; juvenile court dependents; and certain aliens serving in the U.S. Armed Forces, their spouses and children.

Special Naturalization Provisions - Provisions covering special classes of persons who may be naturalized even though they do not meet all the general requirements for naturalization. Such special provisions allow: 1) wives or husbands of U.S. citizens to file for naturalization after three years of lawful permanent residence instead of the prescribed five years; 2) a surviving spouse of a U.S. citizen who served in the Armed Forces to file his or her naturalization application in any district instead of where s/he resides; and 3) children of U.S. citizen parents to be naturalized without meeting certain requirements or taking the oath, if too young to understand the meaning. Other classes of persons who may qualify for special consideration are former U.S. citizens, servicemen, seamen, and employees of organizations promoting U.S. interests abroad.

Student - As a nonimmigrant class of admission, an alien coming temporarily to the United States to pursue a full course of study in an approved program in either an academic (college, university seminary, conservatory, academic high school, elementary school, other institution, or language training program) or a vocational or other recognized nonacademic institution.

Temporary Protected Status (TPS) - Establishes a legislative basis for allowing a group of persons temporary refuge in the United States. Under a provision of the Immigration Act of 1990, the Attorney General may designate nationals of a foreign state to be eligible for TPS with a finding that conditions in that country pose a danger to personal safety due to ongoing armed conflict or an environmental disaster. Grants of TPS are initially made for periods of 6 to 18 months and may be extended depending on the situation. Removal proceedings are suspended against aliens while they are in Temporary Protected Status.

Visa - A visa is a permit to apply to enter the United States. If needed, it is normally obtained at an American consulate outside the United States. It classifies the visit as business, tourism, etc. and is usually valid for multiple visits to the United States during a specified period of time.

*http://www.ins.gov

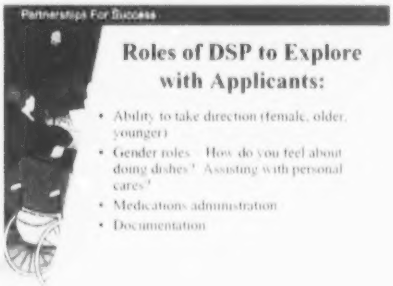
D3-3: The Role of the Direct Support Professional - Exploring Topics in the Interview Process.

Facilitator Background Information: The purpose of this section is to identify direct support professional roles that may conflict with an individual's personal beliefs and facilitate discussion around these topics in the interview process.

Time: 45 minutes

Facilitator Instruction

1. Ask participants to identify roles of the direct support professional or responsibilities a direct support professional must meet that may conflict with a person's beliefs. Record responses on flipchart.



Partnerships For Success

Roles of DSP to Explore with Applicants:

- Ability to take direction (female, older, younger)
- Gender roles – How do you feel about doing dishes? Assisting with personal cares?
- Medications administration
- Documentation

2. Present **Roles of DSP to Explore with Applicants.** (Learner Guide, p. D27)

   These topics were identified in focus groups as areas in which the cultural differences of immigrant workers were challenging. Some people have identified that some DSPs have difficulty taking direction from females or younger people, or they have limits on what they will do based on their sense of what is appropriate for their gender. Others have discomfort giving or applying medications, or doing daily documentation. *Are your experiences similar?* (5-10 minutes)

3. Discuss with participants the importance of addressing some of these topics with all new applicants during the interview process. As part of the interview process, asking questions about potential conflicts will help the FLS get an understanding of how the applicant will handle these issues.

4. Tell participants that the next activity will be mock interviews. Ask participants to break into pairs, or groups of three, depending on the size of

the group. Explain that they will be conducting mock structured interviews based on the strategies and concepts learned in this module.

5. To prepare for this activity, cut the "Applicant Role Play" and "Job Descriptions" into strips. Tell participants that each pair will role-play a challenging interview situation. Distribute to each applicant one of the following perspectives:
   - The applicant will not take direction from a female.
   - The applicant will not take direction from someone younger.
   - The applicant reports that they are unable to cook because there is meat involved
   - The applicant will not cook because males do not cook in his country of origin.
   - The applicant will not perform CPR.
   - The applicant will not give medications or perform any type of medical interventions.
   - The applicant will not provide personal cares to a person of opposite gender.

Give each interviewer a "Job Description." This information includes the what and how of conducting an interview. Make sure the interviewer discusses with the new applicant all of the roles and responsibilities of the position.

If you have a large group and the teams are in threes, the third person will be an observer and provide feedback on the interview process.

6. Tell the participants to begin the role-play. (15 minutes)

7. Bring participants back to the large group to discuss what they learned.

   Ask the participants the following questions:
   - *Did you reach resolution?*
   - *What did you experience as an interviewer? As an interviewee?*
   - *What happened in the interview that facilitated conversation and working together to determine appropriate fit and/or ways of compromise?*
   - *Will the individual be hired?*
   - *What could you do differently next time (interviewer)?*

- *Interviewee- what could the interviewer do differently next time?* (10 minutes)

8. On the flipchart record the cross-culturally competent skills or techniques that interviewers used and found effective when conducting the interview.

Cross-Cultural Interviewing Summary: Certain roles of direct support professionals have been identified as problems, particularly for immigrant workers. A good realistic job preview can help prepare prospective employees opt out of jobs that have duties they don't want to do. However, interviews can be another way to help determine the applicant's suitability. Supervisors are cautioned to ask the same or similar questions all applicants and not to make judgments about which applicants should be asked certain questions.

Role Play Descriptions for Applicant

- You are a male applicant applying for a job at a group home. In your country of origin, women are expected to remain in the background, and you are unaccustomed to taking orders from women.

- You are a 55-year-old applicant applying for a job at a group home. In your country of origin, elders are treated with great respect and you are unaccustomed to taking direction from a younger person.

- You are an applicant applying for a job in a group home. Due to your religious beliefs you practice strict vegetarianism, and do not handle or cook meat.

- You are an applicant applying for a job in a group home. Due to your religious beliefs you are unwilling to intervene in 'the work of God,' and will not perform CPR.

- You are an applicant applying for a job in a group home. Modesty, especially between genders, is highly valued. You would not feel comfortable providing personal cares to someone of the opposite gender.

- You are an applicant applying for a job in a group home. In your culture, gender roles are strictly defined. You have never cooked, and feel uncomfortable about learning how to cook on the job.

- You are an applicant applying for a job in a group home. Your religious practices prohibit any sort of medical interventions. You would not be willing to give medications or perform any type of medical interventions as part of your job duties.

Role Play Descriptions for Interviewer

Job Description

The supervisor at this home for which you are hiring is a 22-year-old female. Applicants need to be CPR-certified. Applicants need to cook and shop for groceries. Applicants need to help people (male and female) bathe and use the toilet. Using the ideas of structured interviews and realistic job previews, interview the applicant. Keep in mind the overhead depicting typical areas of concern.

Job Description

The supervisor at this home for which you are hiring is a 22-year old-female. Applicants need to be CPR certified. Applicants need to cook and shop for groceries. Applicants need to help people (male and female) bath and use the toilet. Using the ideas of structural interviews and realistic job previews, interview the applicant. Keep in mind the overhead depicting typical areas of concern.

Job Description

The supervisor at this home for which you are hiring is a 22-year-old female. Applicants need to be CPR certified. Applicants need to cook and shop for groceries. Applicants need to help people (male and female) bathe and use the toilet. Using the ideas of structured interviews and realistic job previews, interview the applicant. Keep in mind the overhead depicting typical areas of concern.

Unit D4: Reviewing Organizational Practices that Support Immigrant Workers

This unit will take approximately 1 hour 15 minutes to complete. Please read through all of the materials before beginning your presentation.

Activity D4-1: Organizational Assessment and Action Plan

Facilitator Background Information: The purpose of this section is to allow participants an opportunity to review the organizational assessment completed at the beginning of this curriculum and reflect upon how their beliefs and attitudes may have changed over this period. This is intended to illustrate progression along the cultural competence continuum. For some participants this may mean simply heightened awareness, while for others it may suggest the development of new skills and more culturally competent practices. Based on these changes, participants can see if they now view the cultural competence of the organization differently. Participants will develop an agency action plan based on this new perspective.

Time: 45 minutes

Facilitator Instructions

1. Ask participants to refer back to the **Assessing Organizational Cultural Bias Survey** completed in Module A. It is located in the Learner Guide (p. A19).

2. Ask participants to review their responses and highlight any questions to which they would now respond differently. Using a different color pen, suggest that they answer those questions again. An alternative is to use the **Notes Page** in the Learner Guide on page D28. (5 minutes)

3. Facilitate discussion by asking for volunteers to share some of the areas where their answers changed. *How did it change? What made them change*

their response? Allow time for individuals to reflect on their learning experience. (5 minutes)

4. Share with participants how beliefs and values change over time, especially if you continue to attend to cultural issues and explore how your environment changes culturally. This continued learning is an ongoing process of moving along the cultural continuum.

5. Ask participants what changes they would still like to make in their organization to improve cultural competence. Record this on a flipchart using the title, "Changes to Improve Cultural Competence." (5 minutes)

6. Ask participants to break into groups of 3-4.

7. Ask participants to work on developing an organizational action plan, using the **Organizational Cultural Competence Action Plan Worksheet** in their Learner Guide (p. D29). Participants should refer to the steps they identified in their **Organizational Competence Action Steps** worksheet in Module A. It is located in the Learner Guide, page A25. Use these action steps as a starting point to develop your Action Plan. (20 minutes)

8. Have participants come back to the large group. Ask for 2-3 volunteers to share some of the strategies they have agreed upon in their small group. (5-10 minutes)

Organizational Cultural Competence Action Plan Worksheet

Identify three action steps that you as a supervisor can take to build cultural competence in your organization. Refer back to the action steps you identified in Module A. Are these still the action steps you would choose? If not, edit accordingly to develop action steps that would best build cultural competence in your organization.

1.

2.

3.

Who are the others needed to implement this in your organization (other supervisors, director)?

What is the time frame for each of these actions?

What resources (equipment, supplies, budget, people) do you need to complete your goals and action steps?

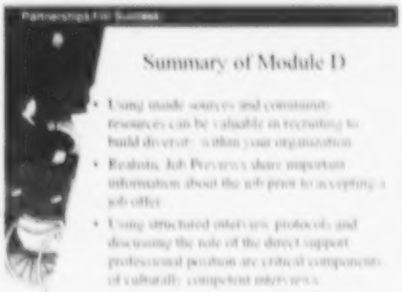
How will you know that you have been successful (e.g., recruitment bonuses up by 10%, turnover reduced by 25%).

Module D and The Power of Diversity Summary and Closing

Facilitator Background Information: The purpose of this section is to provide a brief overview of all the material covered in Module D and provide participants an opportunity to ask any further questions.

This will also be an opportunity for the facilitator to summarize the entire curriculum and to encourage the participants to move forward on the action plans they have developed over the course of this training, and apply the many new skills and practices they have learned.

Time: 45 minutes



Partnerships For Success

Summary of Module D

- Using inside sources and community resources can be valuable in recruiting to build diversity within your organization
- Realistic Job Previews share important information about the job prior to accepting a job offer
- Using structured interview protocols and discussing the role of the direct support professional position are critical components of culturally competent interviews

Facilitator Instructions

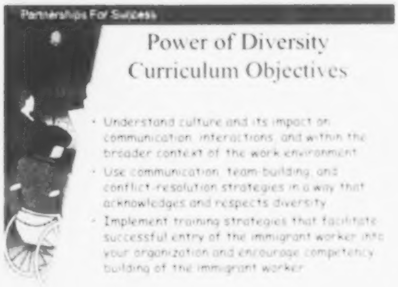
1. Show participants **Summary of Module D** overhead. (Learner Guide, p. D30) Remind participants of the main concepts covered including:

- Using creative recruitment practices that tap into the resources within your organization and community to build a diverse workforce.
- Using realistic job previews to ensure the applicant understands the role of the direct support professionals and are still interested in the position prior to the interview process.
- Conducting culturally competent interviews in order to facilitate a successful selection process.
- Discuss roles and responsibilities of direct support professionals during the interview process to explore personal beliefs around specific requirements of the position, and the individual's ability to meet these requirements.
- Building organizational competence includes all members of the organization.

The frontline supervisor can work within the organization in a number of ways, including information-sharing, modeling culturally competent practices and assisting in the development and implementation of action plans. (10 minutes)

2. Ask for volunteers to share the most important thing they learned in this module.

3. Show the **Power of Diversity Curriculum Objectives** overhead. (Learner Guide, p. D30) Review the objectives with participants and encourage discussion around which ones were the biggest learning achievements for participants and where they need to continue to develop. (5-10 minutes)



Partnerships For Success

Power of Diversity Curriculum Objectives

- Understand culture and its impact on communication, interactions, and within the broader context of the work environment
- Use communication, team-building, and conflict-resolution strategies in a way that acknowledges and respects diversity
- Implement training strategies that facilitate successful entry of the immigrant worker into your organization and encourage competency building of the immigrant worker

4. Ask participants to spend some time writing about their own personal learning experience on the **Reflections on the Power of Diversity Curriculum** worksheet (Learner Guide, p. D31). Allow participants enough time and encourage them to spend a few minutes reflecting on the overall training experience and their emotional responses. Ask participants to note how they may have changed over the course of this training, and how they will move forward from here. (10-15 minutes)

Facilitator Notes: During this time of learner reflection you may want to offer foods from various cultures, play music from another country or any other cultural activity to create a relaxing, reflective atmosphere for participants.

5. Ask for volunteers to share their reflections. This is very personal writing; therefore, if participants choose not to report back to the large group, you should respect that decision. You may want to model sharing for participants by sharing with them how it has been for you as a facilitator. (5-10 minutes)

6. Remind participants about tools and resources in the Learner Guide that they can access to continue the exploration of culturally competent supervisory practices.

7. Encourage participants to continue their work and help to create change toward increased cultural competence in organizations.

8. If organizations have a training evaluation form, distribute it and ask participants to complete. (3-5 minutes)

9. Thank participants for the attendance and participation that made the training successful.

REFLECTIONS on the Power of Diversity Training

1. What was the overall learning experience like for you?

2. What were the "best" features of the curriculum?

3. What were the "worst" features of the curriculum?

4. What would you change? How?

5. What were your emotional highs and lows?

Module D References and Resources List

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Taylor, M., Silver, J., Hewitt, A., VanGelder, M., & Hoff, D. (1997). *Career pathmaker: A toolkit for entering careers in human services and health care*. Cambridge, MA: Human Services Research Institute. (617-876-0426).

Additional Resources

Building Immigrant Awareness Support
Minnesota Advocates for Human Rights
The B.I.A.S. Project
310 Fourth Avenue South, Suite 1000
Minneapolis, MN 55415-1012
(612) 341-3302; Fax (612) 341-2971

Code of Ethics for Direct Support Professionals. National Alliance for Direct Support Professionals. (May 2001)
Institute on Community Integration
150 Pillsbury Dr. SE/PT 204
Minneapolis, MN 55455
For more information call (612) 624-0060 or fax John Sauer at (612) 626-0535

New Employee Orientation Modules for Programs Serving Persons with Developmental Disabilities.
Institute on Community Integration
150 Pillsbury Dr. SE/PT 204
Minneapolis, MN 55455
For more information call (612) 624-0060 or fax John Sauer at (612) 626-0535

Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families
Publications Office
Institute on Community Integration (UAP)
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-4512

Module D

Overhead Masters

Power of Diversity Curriculum Objectives

- Understand culture and its impact on communication, interactions, and within the broader context of the work environment.
- Use communication, team-building, and conflict-resolution strategies in a way that acknowledges and respects diversity.
- Implement training strategies that facilitate successful entry of the immigrant worker into your organization and encourage competency-building of the immigrant worker.
- Identify recruitment strategies that promote a diverse workforce and tap unique recruitment sources and opportunities within the community.
- Identify and implement strategies to make the interviewing process more culturally competent.
- Model culturally competent behavior and serve as a change agent toward increased cultural competence in your organization

Objectives of Module D 1

- The frontline supervisor can recruit new direct support professionals by posting open positions both within the agency and externally in newspapers and job boards, by encouraging existing staff to recruit potential new hires, and by networking with high schools, technical schools, job centers, community associations, welfare-to-work programs, and other sources of potential hires.
- The frontline supervisor can identify community resources that assist them with recruiting immigrant workers and can utilize these resources for recruitment (e.g., posting vacancies in community or ethnic newspapers, networking with immigrant service organizations).

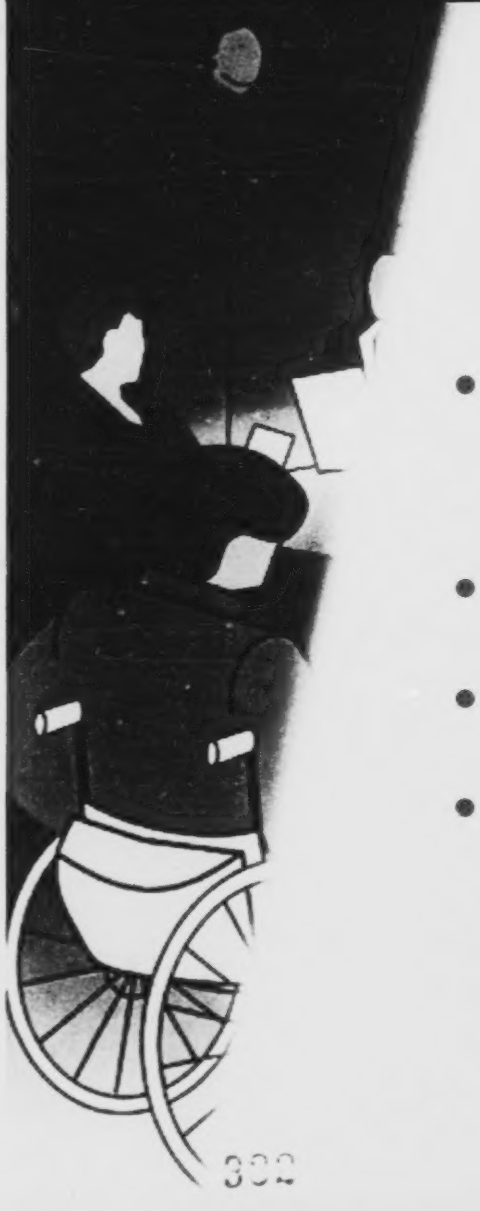
Partnerships For Success

Objectives of Module D 2

- The frontline supervisor can schedule and complete interviews with potential new staff in collaboration with direct support professionals, consumers and their family members.
- The frontline supervisor can arrange for criminal background checks and driver's license reviews for newly hired personnel.
- The frontline supervisor can communicate effectively and use a variety of interviewing strategies to assess applicant skills in a culturally competent manner.
- The frontline supervisor can describe and develop components of a realistic job preview, can identify the benefits and application of this strategy as part of the interview process.
- The frontline supervisor understands basic immigration law and hiring limitations and issues related to immigrant workers.

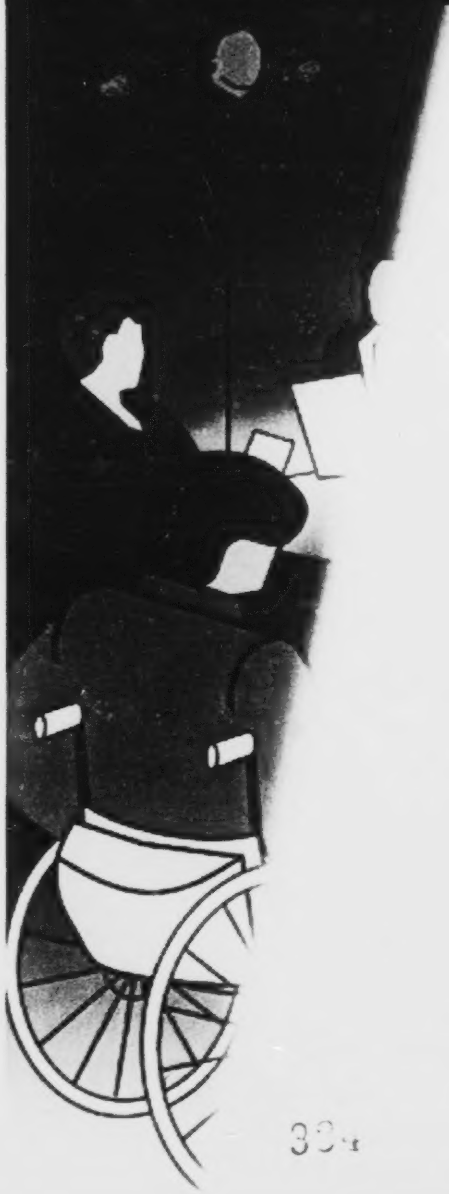
Session Agenda

- Opening Activity: Cultural Hat Dance
- Recruiting for Diversity
- Realistic Job Previews
- Staff Selection and Hiring
  - Interview Strategies
- Building Organization Cultural Competence



How Do You Recruit?

- What recruiting strategies do you or your organization use?
- Which of these are effective?
- Which ones are not effective?
- What makes them effective? - ineffective?



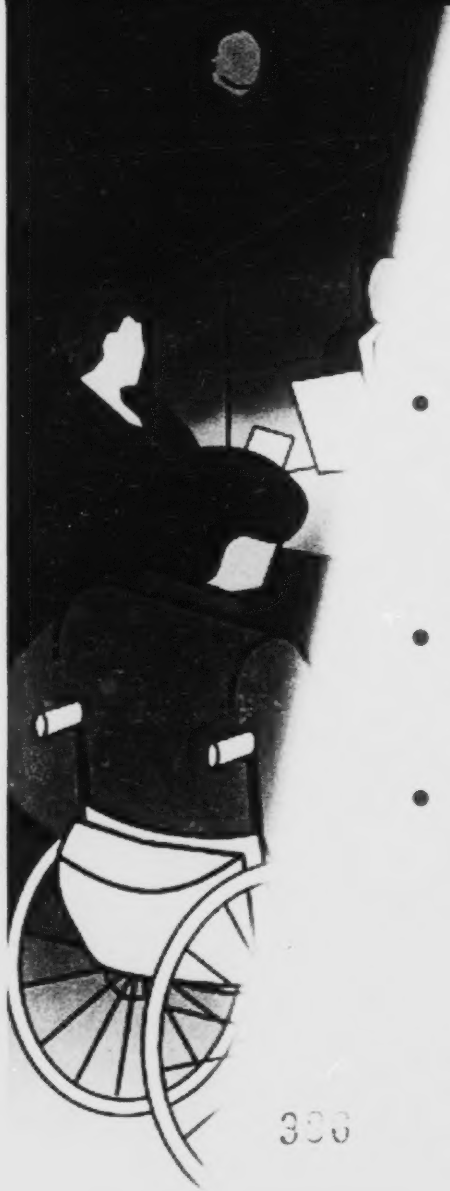
Recruitment Strategies

Inside Sources

- Referrals from staff/ Recruitment/Referral Bonus
- Family Members
- In-House Postings
- Volunteers and Interns

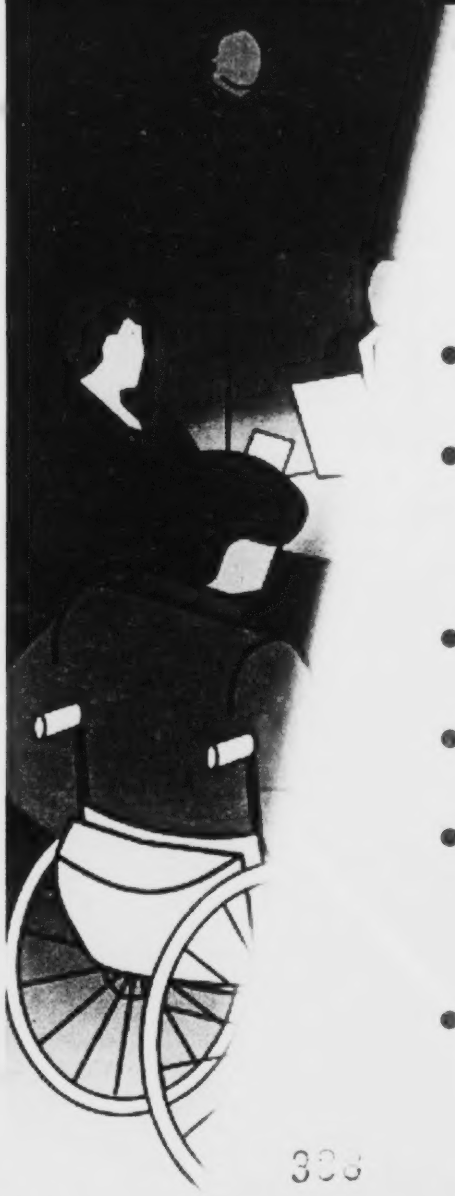
Networking

Community Newspapers



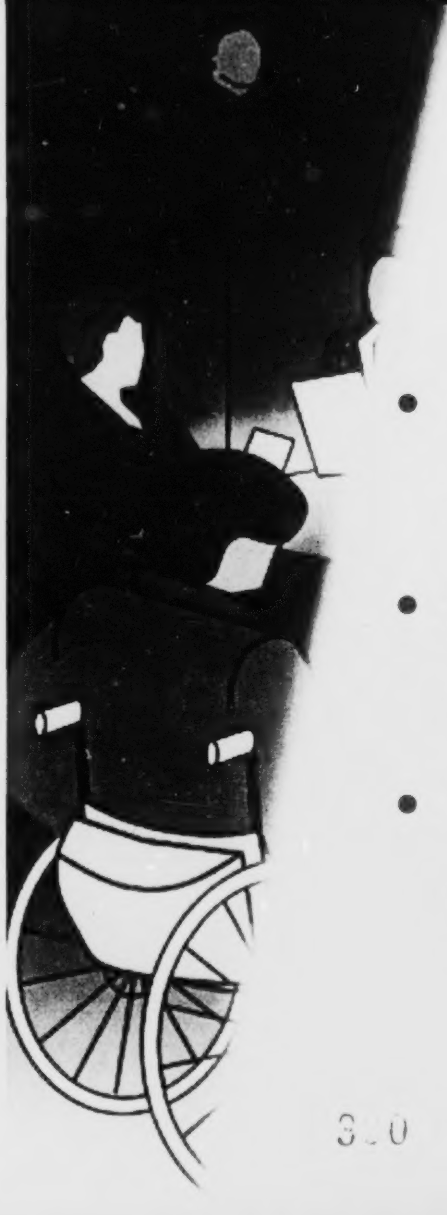
Realistic Job Previews: Key Components

- Reflects both positives and negatives of the position from the perspective of person doing the job (DSP)
- Developed with input from direct support staff, consumers and family members
- Allows applicant opportunity to select out of application process



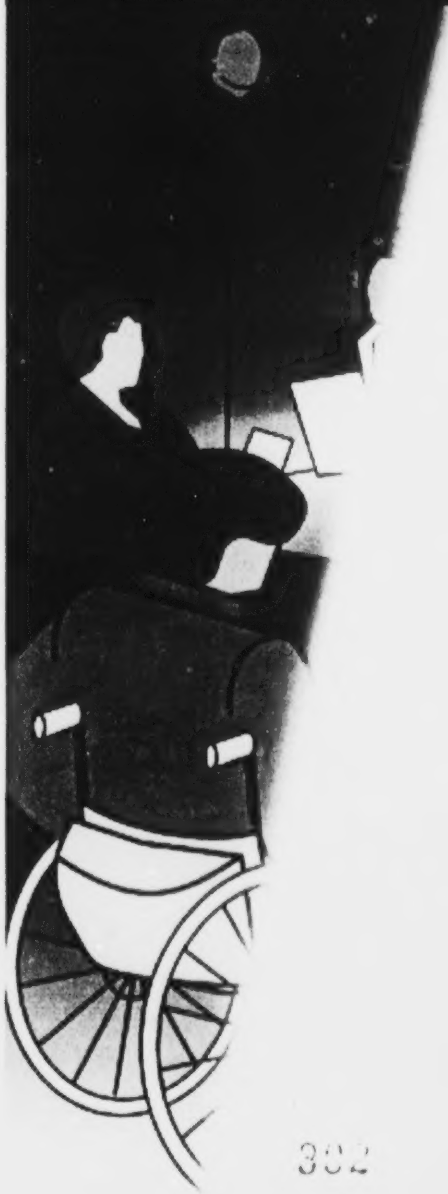
Types of Realistic Job Previews

- Structured Observations
- Meetings with direct support staff, consumers and family members
- Pre-application screening
- Videotapes
- Booklets, brochures or other written documents
- Web-based multimedia



Interviewing Challenges

- Don’t have enough information about immigration laws, fair-hiring practices
- Some immigrants don’t understand the interview process
- Miscommunications during interview due to language barriers



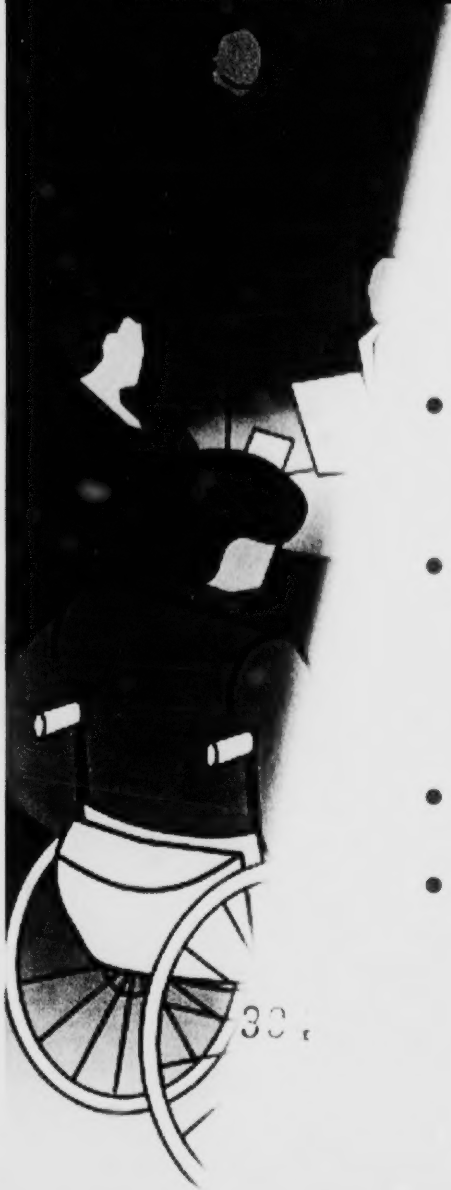
Using Multiple Interview Methods

Present Information:

- Verbally
- Written
- Demonstration or observation

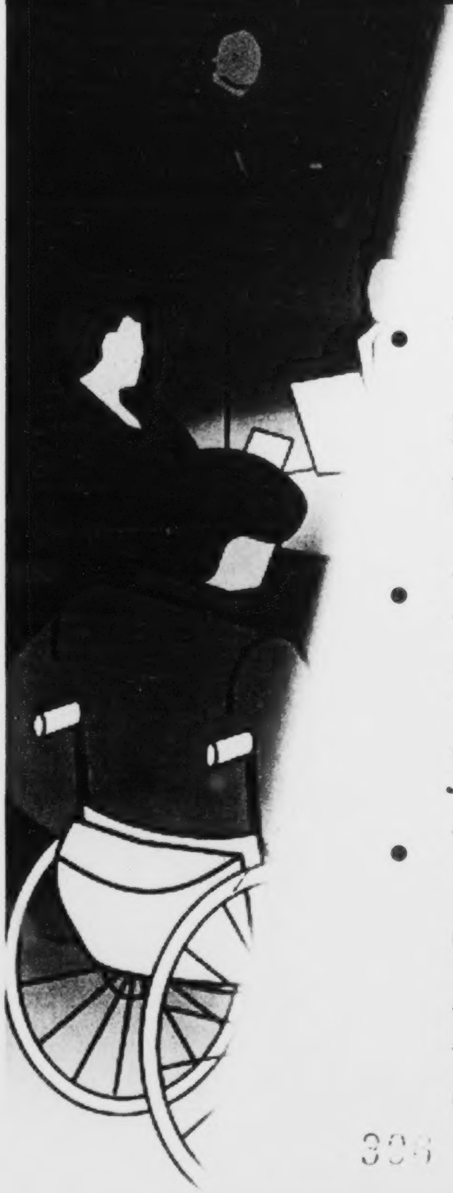
Receive Responses:

- Verbally
- Written
- Demonstration
- True/False, Multiple Choice



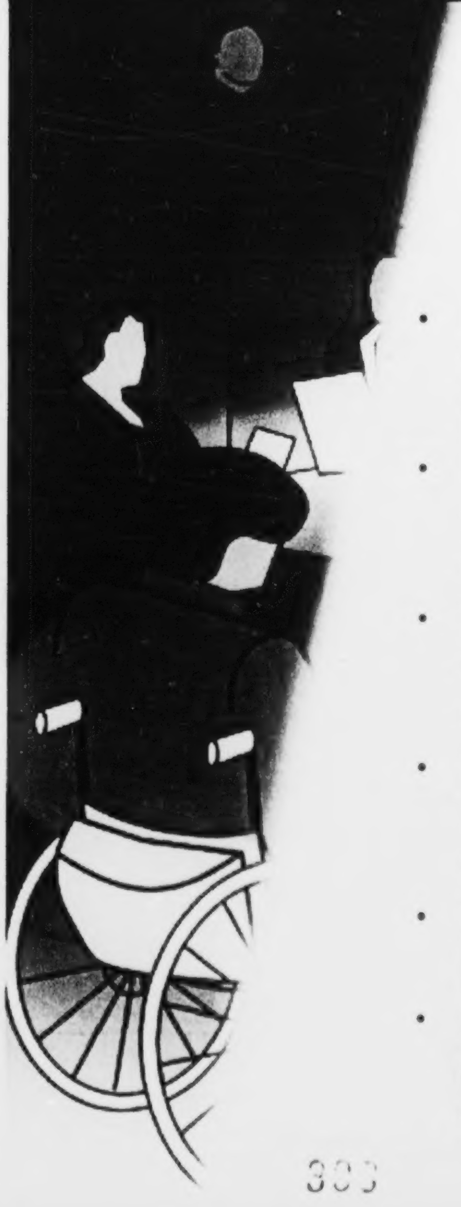
Roles of DSP to Explore with Applicants:

- Ability to take direction (female, older, younger)
- Gender roles – How do you feel about doing dishes? Assisting with personal cares?
- Medications administration
- Documentation



Summary of Module D

- Using inside sources and community resources can be valuable in recruiting to build diversity within your organization.
- Realistic Job Previews share important information about the job prior to accepting a job offer.
- Using structured interview protocols and discussing the role of the direct support professional position are critical components of culturally competent interviews.



Power of Diversity Curriculum Objectives

- Understand culture and its impact on communication, interactions, and within the broader context of the work environment.
- Use communication, team-building, and conflict-resolution strategies in a way that acknowledges and respects diversity.
- Implement training strategies that facilitate successful entry of the immigrant worker into your organization and encourage competency-building of the immigrant worker.
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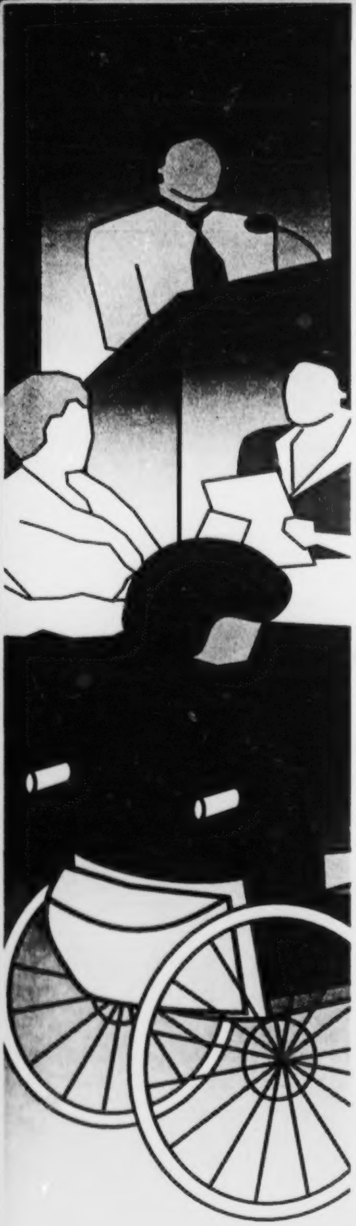
- Model culturally competent behavior and serve as a change agent toward increased cultural competence in your organization



The Power of Diversity: Supporting the Immigrant Workforce

LEARNER GUIDE

Module A:

Understanding Diversity

LEARNER GUIDE

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Introduction and Participant Competencies

In order to effectively support direct support professionals, Frontline Supervisors and others in an organization must begin to understand their own culture and frame of reference for making decisions in the workplace. Once they have begun to understand their own cultural heritage they can start the journey toward learning and understanding about other cultures. They can then put this new learning into practice by reflecting on their supervisory practices and on the organizational practices of the agencies in which they work. When they have done this they can apply this newly gained knowledge and understanding to make changes where needed to create a more culturally competent workplace.

This module, **Understanding Diversity**, has activities and information designed to help the Frontline Supervisor understand why developing cultural competence is important; understand some of their own cultural perspectives and biases; understand potential biases in the organizations for which they work; and to develop strategies to begin to create and support a more culturally diverse and culturally competent workplace.

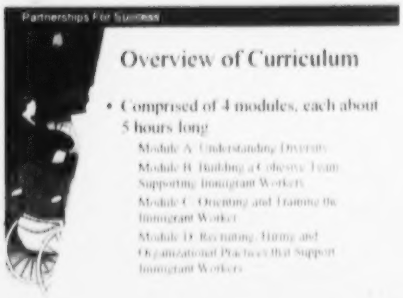
Diversity and cultural competence can be potentially emotional topics and difficult to teach. Cultural competence in and of itself can be controversial if not handled tactfully and sensitively, respecting everybody's viewpoint. This does not mean, however, that the topics should not be addressed.

Module A will take approximately 5 and 1/2 hours to complete.

By completing Module A: Understanding Diversity, you will be able to demonstrate the following competencies:

- Define his/her own cultural identity and understand how culture influences interactions.
- Develop strategies to increase personal cultural competence.
- Identify the underlying values of culturally competent supervisory practices.
- Assess current organizational practices to identify the extent to which they are culturally competent and supportive of immigrant workers and participate in supporting these practices.
- Identify areas in which culture can influence communication.
- Identify and use effective cross-cultural communication strategies.

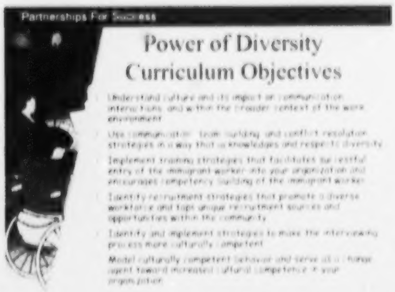
Housekeeping and Agenda Review



Partnerships For Success

Overview of Curriculum

- Comprised of 4 modules, each about 5 hours long
  - Module A: Understanding Diversity
  - Module B: Building a Cohesive Team Supporting Immigrant Workers
  - Module C: Orienting and Training the Immigrant Worker
  - Module D: Recruiting, Hiring and Organizational Practices that Support Immigrant Workers



Partnerships For Success

Power of Diversity Curriculum Objectives

- Understand culture and its impact on communication, interactions, and within the broader context of the work environment
- Use communication, team building, and conflict resolution strategies in a way that acknowledges and respects diversity
- Implement training strategies that facilitates successful entry of the immigrant worker into your organization and encourages competency building of the immigrant worker
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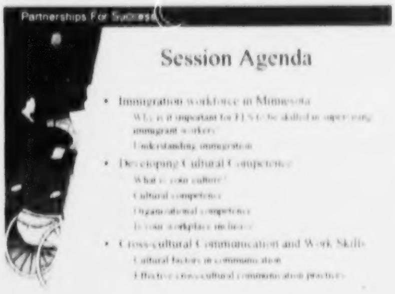
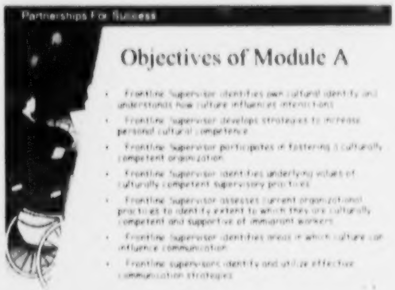


Partnerships For Success

Session Agenda

- Immigration workforce in Minnesota
  - Why is it important for FLS to be skilled in supervising immigrant workers?
  - Understanding immigration
- Developing Cultural Competence
  - What is your culture?
  - Cultural competence
  - Organizational competence
  - Is your workplace inclusive
- Cross-cultural Communication and Work Skills
  - Cultural factors in communication
  - Effective cross-cultural communication practices



Partnerships For Success

Objectives of Module A

- Frontline Supervisor identifies own cultural identity and understands how culture influences interactions
- Frontline Supervisor develops strategies to increase personal cultural competence
- Frontline Supervisor participates in fostering a culturally competent organization
- Frontline Supervisor identifies underlying values of culturally competent supervisory practices
- Frontline Supervisor assesses current organizational practices to identify extent to which they are culturally competent and supportive of immigrant workers
- Frontline Supervisor identifies areas in which culture can influence communication
- Frontline supervisors identify and utilize effective communication strategies

Unit A1: Immigrant Workforce in Minnesota

In response to changing demographics and difficulties in recruiting and retaining qualified direct support professionals (DSPs), many human service agencies are expanding their hiring and recruiting practices into new pools of potential workers, to fill the important role of providing community supports to persons with developmental disabilities.

In Minnesota, immigrant groups are increasing in number and are providing a rich source of potential DSPs. These immigrant groups include people from Russia, Bosnia, Columbia, African countries (e.g., Somalia, Nigeria, Liberia), Laos and others. Accurate counts of immigrants in Minnesota are difficult to obtain, but state demographers believe that the foreign-born population of Minnesota increased by more than 50% in the 1990s. In the year 2000 there are roughly 125,000 immigrants in Minnesota.

Meanwhile, the traditional pool of DSPs, young European-American women, is shrinking. The U.S. Bureau of the Census (1999) predicts that between 2000 and 2005 the number of people between ages 18 and 44 will decline another 1.3% before the "echo boom" generation matures to adulthood. At this point there will be a new increase in the number of young adults in the workforce. Although there will be an increase in the number of people between the ages of 18 and 44, this group will be more diverse than in the past. For example, the St. Paul school district reports that 65% of its students are not "Caucasian" and that over 80 languages and dialects are spoken in their schools. Such diversity is also occurring in greater Minnesota. The Rochester schools report that 20% if its student body is non-European-American, and that its student population speaks as many as 56 different languages. The city of Worthington estimates that 25-50% of its population is non-European-American. The U.S. Census Bureau estimates that over the next two decades the non-European population in Minnesota will grow from 9% to 15%. So, even though there will be a greater number of younger workers available, this group will be more diverse than ever before.

In response to these changing demographics, community service agencies are increasingly turning to the pool of immigrant workers as a source of direct support professionals. In a recent survey, provider agencies of community services to people with developmental disabilities in Minnesota reported that 20% of all sites had DSPs for whom English was not a primary language, and 19% of agencies reported that they employed DSPs who were immigrants. The range of immigrant workers varied greatly dependent on geographic region. Fewer than 20% of rural sites reported employing immigrant workers, while 39% of Twin Cities Metropolitan Area sites had immigrant workers (Hewitt, Larson & Lakin, 2000).

Hiring, training, and supporting immigrant workers can provide new challenges to the frontline supervisor. The Institute on Community Integration at the University of Minnesota conducted focus groups of direct support professionals and frontline supervisors who provide community services to persons with developmental disabilities. Information gathered from these focus groups will be discussed throughout this module. The supervisor focus groups identified some of the following differences and challenges that they face as they employ, train and supervise immigrant workers:

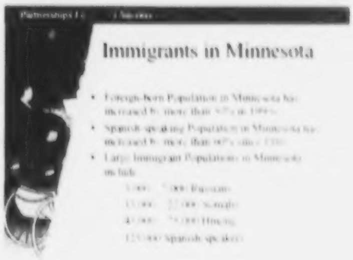
- differing communication styles,
- gender role differences,
- different experiences with and understanding of disabilities and disability service provision,
- differing cultural norms around work roles and expectations,
- difference in understanding regarding homemaking and other aspects of support.

It is important to note that although these differences were identified by supervisors as being difficult for them to handle, they were, over time and with the right support, able to effectively supervise, support, and capitalize on the unique contributions of immigrant workers.

At the same time, hiring immigrant workers can also bring a number of benefits to the organization. By expanding and effectively supporting this pool of potential DSPs, agencies can reap the rewards of a diversified workplace, such as:

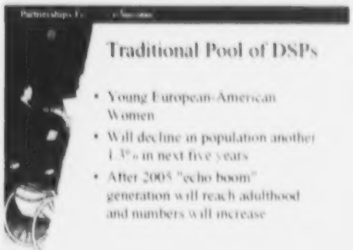
- attracting and retaining talented people
- reducing the costs associated with recruitment and turnover
- meeting the needs of diverse consumers
- creative problem solving and flexibility that come from different perspectives
- providing a work environment that is welcoming to all workers

A1-1: Why Is It Important for Frontline Supervisors to be Skilled in Supervising Immigrant Workers?



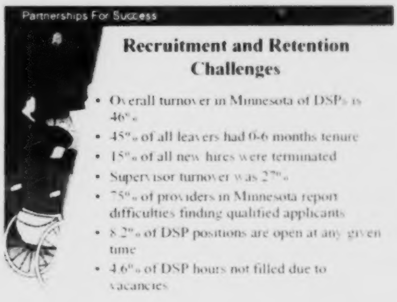
Immigrants in Minnesota

- Foreign-born Population in Minnesota has increased by more than [illegible] in 1990s
- Spanish-speaking Population in Minnesota has increased by more than [illegible] since [illegible]
- Large Immigrant Populations in Minnesota include
  - [illegible] Russians
  - [illegible] Somalis
  - [illegible] Hmong
  - [illegible] Spanish speakers



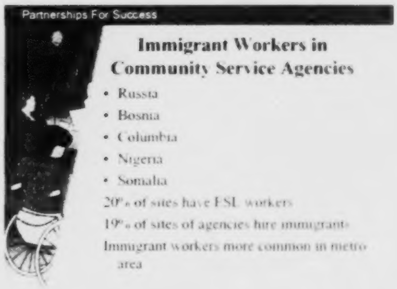
Traditional Pool of DSPs

- Young European-American Women
- Will decline in population another 1.3% in next five years
- After 2005 "echo boom" generation will reach adulthood and numbers will increase


Partnerships For Success

Recruitment and Retention Challenges

- Overall turnover in Minnesota of DSPs is 46%
- 45% of all leavers had 0-6 months tenure
- 15% of all new hires were terminated
- Supervisor turnover was 27%
- 75% of providers in Minnesota report difficulties finding qualified applicants
- 8.2% of DSP positions are open at any given time
- 4.6% of DSP hours not filled due to vacancies


Partnerships For Success

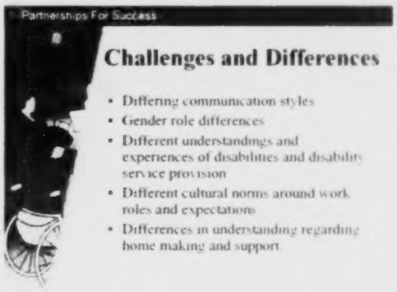
Immigrant Workers in Community Service Agencies

- Russia
- Bosnia
- Columbia
- Nigeria
- Somalia

20% of sites have ESL workers

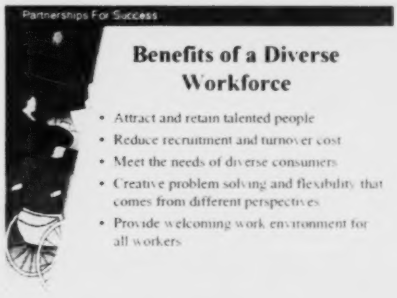
19% of sites of agencies hire immigrants

Immigrant workers more common in metro area


Partnerships For Success

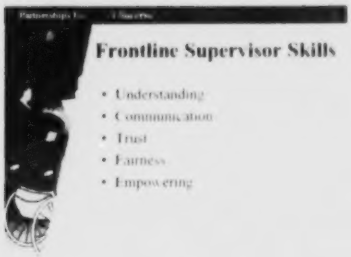
Challenges and Differences

- Differing communication styles
- Gender role differences
- Different understandings and experiences of disabilities and disability service provision
- Different cultural norms around work roles and expectations
- Differences in understanding regarding home making and support


Partnerships For Success

Benefits of a Diverse Workforce

- Attract and retain talented people
- Reduce recruitment and turnover cost
- Meet the needs of diverse consumers
- Creative problem solving and flexibility that comes from different perspectives
- Provide welcoming work environment for all workers



Partnerships [illegible] Success

Frontline Supervisor Skills

- Understanding
- Communication
- Trust
- Fairness
- Empowering

Understanding

1) recognizing that there are cultural influences on people's behavior and that people may come from very different points of view
2) recognizing that we are all a "culture of one" and influenced by a number of factors including our age, gender, experiences, culture, etc., so do not stereotype
3) being open to learning
4) being sensitive to cultural differences

Communication

1) listening to learn and to gain understanding
2) providing information and expectations in clear and concise terms
3) avoiding excessive jargon and slang
4) providing information in writing as well as verbally, and when possible using pictures, video or demonstration
5) checking for understanding by asking for competence demonstration or other informal assessment methods

Trust

1) giving immigrant workers the same level of responsibilities as other DSPs
2) seeking the input of immigrant workers
3) providing training opportunities that meet the needs of all employees

Fairness

1) giving all employees the same opportunities for mistakes
2) expecting the same level of performance from all employees

Empowering

1) providing all employees the opportunity for input into household management practices, consumer programs and training
2) providing opportunities for all employees to take risks and try new tasks

A1-2: Understanding Immigration

Introduction

The United States has a unique array of cultures drawing from the centuries of immigration to this country, as well as from American Indians. All of these people with their various cultural backgrounds have helped shape American culture as it is today. Many people are bi-cultural, meaning that they are comfortable functioning in the mainstream culture of the United States, as well as in another cultural community (e.g., Japanese-American, Mexican-American). More recent immigrants to the United States are learning about the dominant culture, while trying to maintain cultural beliefs and practices of their homeland. Recent immigrants may also be joining communities of people who previously immigrated, meaning that members of the immigrant community are in varying places along the path to understanding the dominant culture in the United States.

REFUGEE AND IMMIGRANT PROGRAM*
"Power of Diversity" Quiz

Please answer the following questions to the best of your ability:

1. According to 2000 census data, this population has risen in the United States by 74.3% in the last ten years.
   a. Hispanic
   b. Asian
   c. African

2. The number one reason that immigrants come to the United States is:
   a. job opportunity
   b. family reunification
   c. quality of life

3. Immigrants pay more in taxes than they receive in benefits:
   a. True
   b. False

4. What is the difference between an immigrant and a refugee?

5. Refugees get to choose what country they go to when they have to flee their homeland:
   a. True
   b. False

6. Refugees receive cultural training on life in the United States before arriving.
   a. True
   b. False

7. The fastest growing segment of the U.S. immigrant population is:
   a. Canadians
   b. Mexican-Americans
   c. Southeast Asians

8. The percentage of immigrant households in Minnesota where one or more adult is working is:
    a. 55%
    b. 43%
    c. 70%
9. Minnesota ranks _____ in the country for number of immigrants:
    a. 5th
    b. 20th
    c. 12th

10. Minnesota's immigrant population has dropped dramatically, from 28.9% in 1900 to less than 10% in 2000.
    a. True
    b. False

11. The majority of recently arrived immigrants want to live in the United States and not move back home
    a. True
    b. False

12. The percentage of immigrants that have visited their child's school and attend involvement activities is:
    a. 92%
    b. 76%
    c. 38%

13. Immigrants in Minnesota report the largest stress in living here to be:
    a. Jobs (finding, keeping)
    b. Separation from family/friends
    c. Language barrier

14. Minnesota is home to the largest group of immigrants in the United States from:
    a. Mexico
    b. Canada
    c. Somalia

Unit A2: Developing Cultural Competence

Introduction

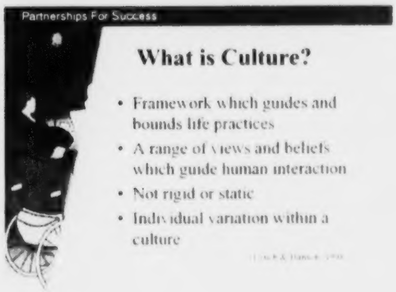
Culture has been defined as a "framework which guides and bounds life practices." In other words, culture provides a boundary on what is acceptable behavior in a given society. Culture is a range of views and beliefs which guide human interaction - a "framework through which actions are filtered or checked as individuals go about daily life" (Lynch & Hanson, 1998). Peoples' beliefs of what is acceptable behavior are created by the framework of cultural practices or references. Because we are taught our cultural references early in life, from the very moment of birth, we tend to become unaware that many of our daily interactions and decisions are made within our particular cultural framework. This lack of awareness for our own cultural practices becomes a problem when we experience a "clash" with someone who has different cultural practices. Many issues that surface which strike us as being "right or wrong" are, in fact, different and valid points of view.

It helps to understand that no culture is completely static or rigid. They are influenced by other cultures; by internal factors such as poverty, prosperity, or war; or by technological advances, just to name a few. Just in the past 100 years American culture has varied tremendously in the concept of appropriate roles for women, from the suffragettes in the 1920s who sought and achieved women's right to vote; to less activism by women as everyone struggled with the difficult economic times of the Great Depression; to women moving into the workplace to support the war efforts during WWII; to the return of more traditional roles for women in the 1950s; to the sexual revolution of the 1960s and women's liberation movement of the 1970s; to the current status and ever-widening roles of women today.

It is also important to understand that there can be a wide variation of individual behavior within a given culture. (Lynch & Hanson, 1998). For example, while the dominant European-American culture is time-conscious and values promptness, there are people within this culture who are not timely, do not wear watches and are not concerned with the strict keeping of time. Other areas in which individual behavior and broader cultural practices may differ include: food, gender roles, religious beliefs, connections to family or work roles.

It is important for each of us to develop an understanding of our own cultural practices and to become aware of the cultural practices of others so that we can avoid misunderstandings and build more comfortable and effective workplaces for all.

A2-1: What is your culture?

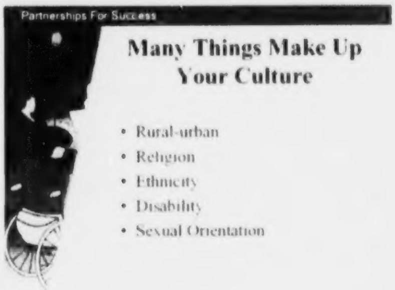


Partnerships For Success

What is Culture?

- Framework which guides and bounds life practices
- A range of views and beliefs which guide human interaction
- Not rigid or static
- Individual variation within a culture

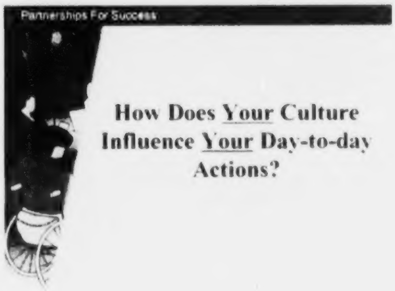
(Lynch & Hanson, [illegible])



Partnerships For Success

Many Things Make Up Your Culture

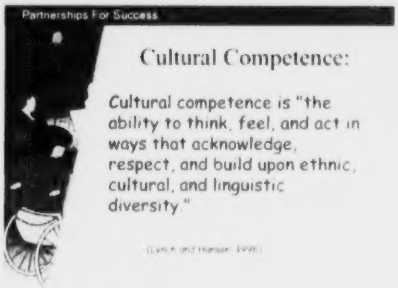
- Rural-urban
- Religion
- Ethnicity
- Disability
- Sexual Orientation



Partnerships For Success

How Does Your Culture Influence Your Day-to-day Actions?

A2-2: Cultural Competence

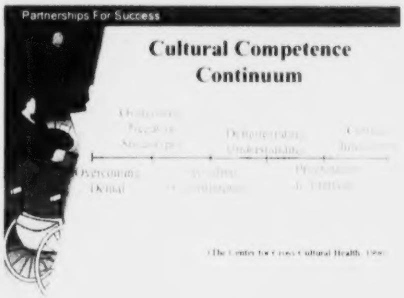


Partnerships For Success

Cultural Competence:

Cultural competence is "the ability to think, feel, and act in ways that acknowledge, respect, and build upon ethnic, cultural, and linguistic diversity."

(Lynch and Hanson, 1998)



Partnerships For Success

Cultural Competence Continuum

Overcoming Denial
Dismantling Negative Stereotypes
Realizing Commonalities
Demonstrating Understanding
[illegible]
[illegible]

(The Center for Cross Cultural Health, [illegible])

Cultural Competence Continuum

Descriptions of Points on the Continuum

1. Overcoming denial that class and cultural differences exist
2. Overcoming negative stereotypes and ideas of superiority of one culture over another
3. Avoiding the idea of "colorblindness" and recognizing that culture does influence people's behavior
4. Demonstrating understanding where cultural differences are acknowledged and respected, but having no real appreciation for what this implies for the supervision of staff
5. Progression to empathy, where a true understanding of other's world views and values occurs, but without full ethical decision making and counseling ability
6. Cultural integration, in which one understands that there are numerous world views, and that within cultures individuals have individual norms

Cultural Competence Continuum Worksheet

Read the following scenarios and identify where each one falls on the continuum.

Scenario 1: Janie was interviewing people to fill a direct support position. After one interviewee left the agency, a staff person remarked to Janie, "You should hire that person; Asians are always hard workers and really smart."

Point on Continuum:____

____

Scenario 2: Aisha sat down with her supervisor Julie and explained that in her culture intervening in areas that were the dominion of God were prohibited. This meant that Aisha would not be able to perform CPR on a consumer, nor would she want such procedures performed on her. Julie recognized the depth of Aisha's convictions in this area, and could see that asking Aisha to learn CPR and to possibly be asked to perform such a procedure was causing Aisha great distress. Julie also knew that she was required to have one CPR certified staff member on duty at all times. Julie was at a loss as how to handle this situation.

Point on Continuum:____

____

Scenario 3: Beth supervises a multi-cultural staff. In an attempt to be respectful of all of her staff members' beliefs, she has decided that the best practice is to treat all staff members the same. Beth believes that if she does this it will minimize any potential conflicts between staff. However, Beth is sensing increasing tension amongst the staff over assigned job duties. Beth asks one staff member about the perceived conflict. The staff person responds that in her culture it is prohibited for men and women to interact closely, and she is very uncomfortable with being assigned the task assisting male residents with their personal hygiene.

Point on Continuum:____

____

Scenario 4: Every year the agency for which Joseph works has a Christmas party. Joseph has expressed his concern to his supervisor and to others in the administration about the party, because Joseph knows that there are consumers and other staff members at the agency who do not celebrate Christmas. The administration has told Joseph that he is being overly sensitive, and that their celebration is not religious, since it features Santa Claus. The agency did change the name from the annual Christmas party to the annual "holiday" party, but little else about the celebration changed.

Point on Continuum:____

____

Scenario 5: Hadi told his supervisor Jim that this month was Ramadan and that he would be fasting during the daylight hours for the entire month. Jim found this to be interesting and asked Hadi more about his religious beliefs. The next day when Jim was assigning job duties he assigned Hadi the task of assisting consumers prepare all of the meals for the day.

Point on Continuum:____

____

Scenario 6: Kayla is working with a new consumer and her family. Knowing that one shouldn't make assumptions about people's beliefs based on their cultural identification, Kayla asks the family about their heritage and learns that the family immigrated to the United States many generations ago. She learns that while they are proud of their heritage, and celebrate some of the holidays important to their culture, they speak only English at home and have adopted many of the dominant cultural practices regarding gender and family roles.

Point on Continuum:____

____

Cultural Competence Action Steps Worksheet

Identify three action steps you can take to increase your cultural competence:

1. What action will you take?

    1a. What resources might you need?

    1b. What is your time frame?

2. What action will you take?

    2a. What resources might you need?

    2b. What is your time frame?

3. What action will you take?

    3a. What resources might you need?

    3b. What is your time frame?

4.-0

A2-3: Organizational Cultural Competence

Introduction

Just as individuals fall along a spectrum of cultural competence, so do organizations. A culturally competent organization is one that values diversity at all levels of the organization. A culturally competent organization demonstrates this through policies and practices (e.g., training, hiring, promotions, physical environment, etc.) that support and reflect an organizational commitment to understanding, valuing, and utilizing the full potential of each employee and his or her diverse perspectives.

Many organizations have made great strides in improving their cultural competence during the 1990s, but just as the journey is an on-going one for individuals so is it for organizations. It is still not uncommon for an organization to reflect the cultural beliefs, biases and level of competence of the owners or management. All members of an organization share responsibility in creating and maintaining an environment that welcomes individuals from different cultures and facilitates their successful contribution to the organization.

Frontline Supervisors can be very instrumental in helping organizations move along the continuum of cultural competence. By observing and communicating how the organization's spoken and unspoken policies and procedures are working for all staff, listening to the staff and gathering their suggestions and ideas for helping improve the organizational climate, and sharing this with other supervisors, managers and administration, the FLS can help the whole organization become more culturally competent.

Assessing Organizational Bias Survey

Does your agency:	Yes	No	Don't Know
Welcome and accept all employees regardless of cultural or socio-economic background?	☐	☐	☐
Ensure that all staff members are given equal opportunity to voice their concerns and comments about the workplace with no repercussion?	☐	☐	☐
Ensure that meetings are not dominated by one particular point of view?	☐	☐	☐
Respond to concerns and comments about the work environment in a respectful and timely manner?	☐	☐	☐
Openly disapprove of any ethnic, racial, religious, sexual or other demeaning slur or joke in the workplace?	☐	☐	☐
Encourage and respect relationships between people of diverse backgrounds in meetings and/or in the every-day work environment?	☐	☐	☐
Allow variety in dress and grooming?	☐	☐	☐
Recognize and respect different religious and ethnic holidays in terms of release time for employees, program planning, and food for staff events?	☐	☐	☐
Demonstrate flexibility with and support to staff who have limited English language skills?	☐	☐	☐
Provide release time, funding and/or encouragement for staff at all levels to attend formal education classes that are job-related?	☐	☐	☐

Does your agency:	Yes	No	Don't Know
Offer training on multicultural topics to all staff members?	☐	☐	☐
Seek to diversify its staff, administration, and board by actively recruiting people of diverse cultures, races, abilities, gender, etc.?	☐	☐	☐
Have a written commitment to diversity in its mission statement, bylaws, and staff policies?	☐	☐	☐

Used with permission from *the Texas Association of Museums:*
www.io.com/~tam/multicultural/allstaff.html

A2-4: Is Your Workplace Inclusive?

Introduction:

FLS need to be able to put content related to organizational cultural competence into practice at their workplaces. This curriculum provides a starting point by providing preliminary tools for FLS to use when working within their own organizations.

FLSs can use the survey **Is Your Workplace Inclusive?** with the staff they supervise to help staff assess their comfort level in working in a multicultural workplace and to organize and understand their views on how well the agency responds to these issues. The FLS is encouraged to discuss the survey with a program director or administrator prior to having staff fill it out. The FLS is cautioned to seek and use information in a manner that helps employees feel safe in expressing themselves (i.e., respect, confidentiality when asked, clarify how information will be used, etc.) One idea is for the survey to be done anonymously and have each staff person place it in an envelope which is sealed after all of the surveys are enclosed. The supervisor can then review the surveys at a later date without knowing which employee filled out which survey. Also, it is important to remind FLS to provide follow-up and seek ongoing guidance from staff regarding these issues.

Is Your Workplace Inclusive?
A Survey for Staff

The following questions provide an opportunity for all staff members to respond to issues of diversity which increasingly affect many human service agencies. Rate the following:

	Never	Rarely	Uncertain	Sometimes	Always
1. Are you comfortable working with people of different cultures?	☐	☐	☐	☐	☐
2. Are you comfortable working with people who have views and opinions different from your own?	☐	☐	☐	☐	☐
3. Do you think multicultural teams can be stimulating and productive?	☐	☐	☐	☐	☐
4. Does your agency have a staff of diverse cultural backgrounds?	☐	☐	☐	☐	☐
5. Do agency staff respect points of view different from their own?	☐	☐	☐	☐	☐
6. Are staff encouraged to work together creatively in multicultural teams?	☐	☐	☐	☐	☐
7. Do you think that people should not bring their differences to the workplace?	☐	☐	☐	☐	☐
8. Do double standards exist in your workplace in regards to staff policies?	☐	☐	☐	☐	☐
9. Does the administration demonstrate a commitment to building a diverse staff?	☐	☐	☐	☐	☐
10. Do you ever hear slurs, demeaning comments or jokes that relate to ethnicity, gender, age, sexual orientation, religious tradition, physical disability or other defined areas of social discrimination?	☐	☐	☐	☐	☐

	Never	Rarely	Uncertain	Sometimes	Always
11. Do you think some cultural groups or genders are more suited to certain positions?	☐	☐	☐	☐	☐
12. Are all staff treated with the same respect by supervisors?	☐	☐	☐	☐	☐
13. Do all staff members have a venue for having their comments and concerns heard without fear of reprisals?	☐	☐	☐	☐	☐
14. Are women and people of color represented at higher levels in this organization?	☐	☐	☐	☐	☐
15. Are any individual staff members excluded because of their beliefs or differences?	☐	☐	☐	☐	☐
16. Does agency policy respect staff members' individual needs, preferences, and orientation?	☐	☐	☐	☐	☐
17. Does the agency show flexibility toward allowing time off for staff who observe certain religious or ethnic holidays?	☐	☐	☐	☐	☐
18. Are all staff members made to feel invited at staff activities if they choose to participate?	☐	☐	☐	☐	☐
19. Are you reluctant to voice opinions which differ from those of staff of different backgrounds?	☐	☐	☐	☐	☐
20. Do you feel comfortable resolving conflicts with all staff members?	☐	☐	☐	☐	☐
21. Is training needed to help staff better communicate and understand one another?	☐	☐	☐	☐	☐

* Used with permission from *the Texas Association of Museums: www.io.com/~tam/multicultural/allstaff.html*

Organizational Cultural Competence Action Steps Worksheet

Identify three action steps you can take in your organization to increase your organization's cultural competence:

1. What action will you take?

    1a. Who will be involved?

    1b. What is your time frame?

2. What action will you take?

    2a. Who will be involved?

    2b. What is your time frame?

3. What action will you take?

    3a. Who will be involved?

    3b. What is your time frame?

Unit A3: Communication and Cross-Cultural Influences

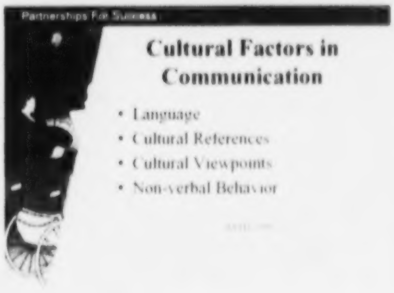
Introduction

Even when individuals have progressed along the continuum to cultural competence, and organizations actively support a diverse workforce, there are still challenges to supervising a diverse team. The skills of team-building, communication and conflict resolution are key to helping staff with a variety of backgrounds effectively work together. There are many additional resources not included in this curriculum regarding the general principles and practices in team-building, communication, and conflict resolution. This curriculum includes only cursory information on these important issues. It is important that FLS seek out and use other resources in addition to what they are learning in this training regarding team building, communication and conflict resolution. Organizations and frontline supervisors are urged to develop and enhance these skills where they do not currently exist.

This unit focuses on the area of communication and how culture can affect this critical cornerstone to positive interactions. FLS are encouraged to become aware of communication issues and to work proactively with all staff to understand them so that conflict can be minimized. Team-building and conflict resolution as they pertain to diversity will be addressed in later units.

When communication breaks down, a number of unfortunate outcomes can happen, usually to the detriment of the immigrant worker. The new immigrant can be perceived as uncooperative, lacking in intelligence, or manipulative; as a result, prejudice and discrimination can build. It is recommended that all workers improve their communication skills: improve their ability to check for understanding, give each other full attention, and admit when they don't understand. Understanding that culture does influence communication can help workers improve their skills in these areas.

A3-1: Cultural Factors in Communication



Partnerships For Success

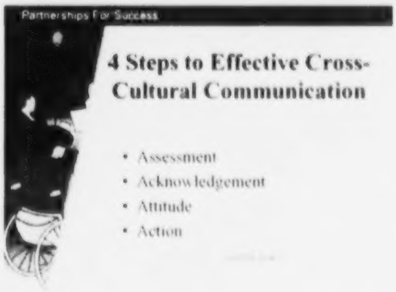
Cultural Factors in Communication

- Language
- Cultural References
- Cultural Viewpoints
- Non-verbal Behavior

A3-2: Communicating Our Way

NOTES:

A3-3: Effective Cross-Cultural Communication Practices



Partnerships For Success

4 Steps to Effective Cross-Cultural Communication

- Assessment
- Acknowledgement
- Attitude
- Action

Notes:

Effective Communication Scenarios Worksheet

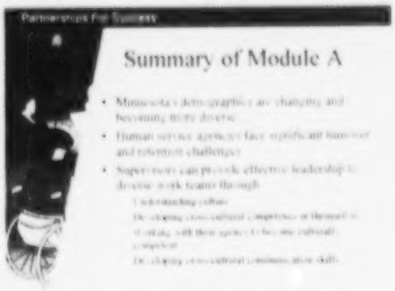
1. Assessment: What are the assumptions about communication? What are the possible meanings behind body language? Gestures? Words or phrases?

2. Acknowledgment: What cultural biases are present in the communication? What are the communication styles of the immigrant? What are the communication styles of the European-American?

3. Attitude: What adaptations should each of the participants in the scenario make to facilitate better communication between them? (Remember effective communication is the responsibility of both parties.)

4. Action: What are ways of communicating with people of diverse backgrounds that can be effective?

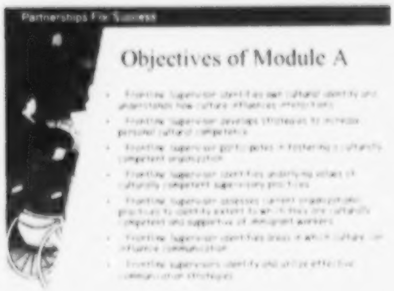
Module A Summary and Closing



Partnerships For Success

Summary of Module A

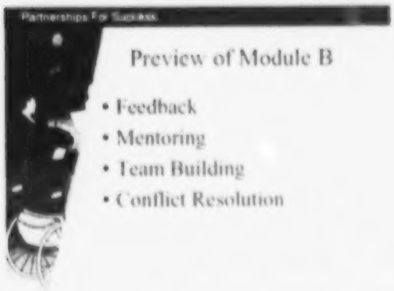
- Minnesota's demographics are changing and becoming more diverse
- Human service agencies face significant turnover and retention challenges
- Supervisors can provide effective leadership to diverse work teams through
  - Understanding culture
  - Developing cross-cultural competence in themselves
  - Working with their agency to become culturally competent
  - Developing cross-cultural communication skills



Partnerships For Success

Objectives of Module A

- Frontline Supervisor identifies own cultural identity and understands how culture influences interactions
- Frontline Supervisor develops strategies to increase personal cultural competence
- Frontline Supervisor participates in fostering a culturally competent organization
- Frontline Supervisor identifies underlying values of culturally competent supervisory practices
- Frontline Supervisor assesses current organizational practices to identify extent to which they are culturally competent and supportive of immigrant workers
- Frontline Supervisor identifies areas in which culture can influence communication
- Frontline supervisors identify and utilize effective communication strategies



Partnerships For Success

Preview of Module B

- Feedback
- Mentoring
- Team Building
- Conflict Resolution

Module A Reference and Additional Resources List

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St. Paul Public Schools, Student Statistics Office (2000). Personal Communication.

Rochester Public Schools, Student Statistics Office (2000). Personal Communication.

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ADDITIONAL RESOURCES

Barr Training & Development (Producer), & Jackson, Dan (Director). *Bridging Cultural Barriers: managing ethnic diversity in the workplace.* [Film]. (Available from Barr Films, 12801 Schabarum Ave., P.O. Box 7878, Irwindale, CA 91706-7878)

CRM Films (Producer). *Managing Diversity.* [Film]. (Available from CRM Films, 2215 Faraday Avenue, Carlsbad, CA 92008)

Griggs Productions (Producer). (1992). *Valuing Diversity.* [Film]. (Available from Griggs Productions, 302 23rd Avenue, San Francisco, CA 94121)

American Management Association (Producer). (1993). *Making Diversity Work.* [Film]. (Available from American Management Association Publication Services, Trudeau Road, Saranac Lake, NY 12983)

Makkai, A., Boatner, M.T. & Gates, J.E. *Dictionary of American Idioms. Third Edition.* Barron's Educational Series, Inc.

Module A Participant Worksheets

Use these worksheets to replace
those you completed during the training sessions.

Cultural Competence Continuum Worksheet

Read the following scenarios and identify where each one falls on the continuum.

Scenario 1: Janie was interviewing people to fill a direct support position. After one interviewee left the agency, a staff person remarked to Janie, "You should hire that person; Asians are always hard workers and really smart."

Point on Continuum:____

____

Scenario 2: Aisha sat down with her supervisor Julie and explained that in her culture intervening in areas that were the dominion of God were prohibited. This meant that Aisha would not be able to perform CPR on a consumer, nor would she want such procedures performed on her. Julie recognized the depth of Aisha's convictions in this area, and could see that asking Aisha to learn CPR and to possibly be asked to perform such a procedure was causing Aisha great distress. Julie also knew that she was required to have one CPR certified staff member on duty at all times. Julie was at a loss as how to handle this situation.

Point on Continuum:____

____

Scenario 3: Beth supervises a multi-cultural staff. In an attempt to be respectful of all of her staff members' beliefs, she has decided that the best practice is to treat all staff members the same. Beth believes that if she does this it will minimize any potential conflicts between staff. However, Beth is sensing increasing tension amongst the staff over assigned job duties. Beth asks one staff member about the perceived conflict. The staff person responds that in her culture it is prohibited for men and women to interact closely, and she is very uncomfortable with being assigned the task assisting male residents with their personal hygiene.

Point on Continuum:____

____

Scenario 4: Every year the agency for which Joseph works has a Christmas party. Joseph has expressed his concern to his supervisor and to others in the administration about the party, because Joseph knows that there are consumers and other staff members at the agency who do not celebrate Christmas. The administration has told Joseph that he is being overly sensitive, and that their celebration is not religious, since it features Santa Claus. The agency did change the name from the annual Christmas party to the annual "holiday" party, but little else about the celebration changed.

Point on Continuum:____

____

Scenario 5: Hadi told his supervisor Jim that this month was Ramadan and that he would be fasting during the daylight hours for the entire month. Jim found this to be interesting and asked Hadi more about his religious beliefs. The next day when Jim was assigning job duties he assigned Hadi the task of assisting consumers prepare all of the meals for the day.

Point on Continuum:____

____

Scenario 6: Kayla is working with a new consumer and her family. Knowing that one shouldn't make assumptions about people's beliefs based on their cultural identification, Kayla asks the family about their heritage and learns that the family immigrated to the United States many generations ago. She learns that while they are proud of their heritage, and celebrate some of the holidays important to their culture, they speak only English at home and have adopted many of the dominant cultural practices regarding gender and family roles.

Point on Continuum:____

____

Cultural Competence Action Steps Worksheet

Identify three action steps you can take to increase your cultural competence:

1. What action will you take?

    1a. What resources might you need?

    1b. What is your time frame?

2. What action will you take?

    2a. What resources might you need?

    2b. What is your time frame?

3. What action will you take?

    3a. What resources might you need?

    3b. What is your time frame?

Assessing Organizational Bias Survey

Does your agency:	Yes	No	Don't Know
Welcome and accept all employees regardless of cultural or socio-economic background?	☐	☐	☐
Ensure that all staff members are given equal opportunity to voice their concerns and comments about the workplace with no repercussion?	☐	☐	☐
Ensure that meetings are not dominated by one particular point of view?	☐	☐	☐
Respond to concerns and comments about the work environment in a respectful and timely manner?	☐	☐	☐
Openly disapprove of any ethnic, racial, religious, sexual or other demeaning slur or joke in the workplace?	☐	☐	☐
Encourage and respect relationships between people of diverse backgrounds in meetings and/or in the every-day work environment?	☐	☐	☐
Allow variety in dress and grooming?	☐	☐	☐
Recognize and respect different religious and ethnic holidays in terms of release time for employees, program planning, and food for staff events?	☐	☐	☐
Demonstrate flexibility with and support to staff who have limited English language skills?	☐	☐	☐
Provide release time, funding and/or encouragement for staff at all levels to attend formal education classes that are job-related?	☐	☐	☐

Does your agency:	Yes	No	Don't Know
Offer training on multicultural topics to all staff members?	☐	☐	☐
Seek to diversify its staff, administration, and board by actively recruiting people of diverse cultures, races, abilities, gender, etc.?	☐	☐	☐
Have a written commitment to diversity in its mission statement, bylaws, and staff policies?	☐	☐	☐

Used with permission from *the Texas Association of Museums: www.io.com/~tam/multicultural/allstaff.html*

Is Your Workplace Inclusive?
A Survey for Staff

The following questions provide an opportunity for all staff members to respond to issues of diversity which increasingly affect many human service agencies. Rate the following:

	Never	Rarely	Uncertain	Sometimes	Always
1. Are you comfortable working with people of different cultures?	☐	☐	☐	☐	☐
2. Are you comfortable working with people who have views and opinions different from your own?	☐	☐	☐	☐	☐
3. Do you think multicultural teams can be stimulating and productive?	☐	☐	☐	☐	☐
4. Does your agency have a staff of diverse cultural backgrounds?	☐	☐	☐	☐	☐
5. Do agency staff respect points of view different from their own?	☐	☐	☐	☐	☐
6. Are staff encouraged to work together creatively in multicultural teams?	☐	☐	☐	☐	☐
7. Do you think that people should not bring their differences to the workplace?	☐	☐	☐	☐	☐
8. Do double standards exist in your workplace in regards to staff policies?	☐	☐	☐	☐	☐
9. Does the administration demonstrate a commitment to building a diverse staff?	☐	☐	☐	☐	☐
10. Do you ever hear slurs, demeaning comments or jokes that relate to ethnicity, gender, age, sexual orientation, religious tradition, physical disability or other defined areas of social discrimination?	☐	☐	☐	☐	☐

	Never	Rarely	Uncertain	Sometimes	Always
11. Do you think some cultural groups or genders are more suited to certain positions?	☐	☐	☐	☐	☐
12. Are all staff treated with the same respect by supervisors?	☐	☐	☐	☐	☐
13. Do all staff members have a venue for having their comments and concerns heard without fear of reprisals?	☐	☐	☐	☐	☐
14. Are women and people of color represented at higher levels in this organization?	☐	☐	☐	☐	☐
15. Are any individual staff members excluded because of their beliefs or differences?	☐	☐	☐	☐	☐
16. Does agency policy respect staff members' individual needs, preferences, and orientation?	☐	☐	☐	☐	☐
17. Does the agency show flexibility toward allowing time off for staff who observe certain religious or ethnic holidays?	☐	☐	☐	☐	☐
18. Are all staff members made to feel invited at staff activities if they choose to participate?	☐	☐	☐	☐	☐
19. Are you reluctant to voice opinions which differ from those of staff of different backgrounds?	☐	☐	☐	☐	☐
20. Do you feel comfortable resolving conflicts with all staff members?	☐	☐	☐	☐	☐
21. Is training needed to help staff better communicate and understand one another?	☐	☐	☐	☐	☐

* Used with permission from *the Texas Association of Museums: www.io.com/~tam/multicultural/allstaff.html*

Organizational Cultural Competence Action Steps Worksheet

Identify three action steps you can take in your organization to increase your organization's cultural competence:

1. What action will you take?

    1a. Who will be involved?

    1b. What is your time frame?

2. What action will you take?

    2a. Who will be involved?

    2b. What is your time frame?

3. What action will you take?

    3a. Who will be involved?

    3b. What is your time frame?

Effective Communication Scenarios Worksheet

1. Assessment: What are the assumptions about communication? What are the possible meanings behind body language? Gestures? Words or phrases?

2. Acknowledgment: What cultural biases are present in the communication? What are the communication styles of the immigrant? What are the communication styles of the European-American?

3. Attitude: What adaptations should each of the participants in the scenario make to facilitate better communication between them? (Remember effective communication is the responsibility of both parties.)

4. Action: What are ways of communicating with people of diverse backgrounds that can be effective?

Module B:
Building a Cohesive Team: Supporting Immigrant Workers

LEARNER GUIDE

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Introduction and Participant Competencies

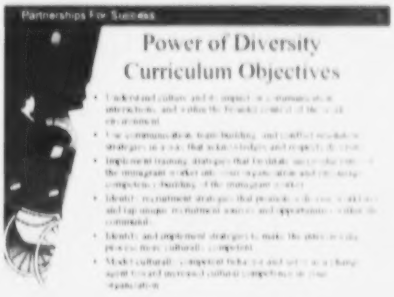
In **Module A** you explored the meaning of culture, identified your own cultural framework, and how it guides your behaviors, learned about cultural competence, and strengthened your cross-cultural communication skills. **Module B** will build on these skills and give frontline supervisors the tools to support the immigrant worker and to build a team from diverse members that finds strength in its differences and functions effectively to meet the needs of people with developmental disabilities in community settings. Both you, as the supervisor, and the team play important roles in creating an atmosphere that welcomes and respects the contributions of immigrant workers.

Successful supervisors of multicultural teams can utilize a number of skills to encourage members to effectively communicate with and support other team members, work through conflicts, and build productivity and competency as a team. Frontline supervisors will have an opportunity in this module to strengthen skills and practices such as feedback skills, team-building, mentoring and conflict resolution. This module will provide a brief overview of each of these practices, facilitate discussion around these topics and encourage application of these concepts and principles in the workplace.

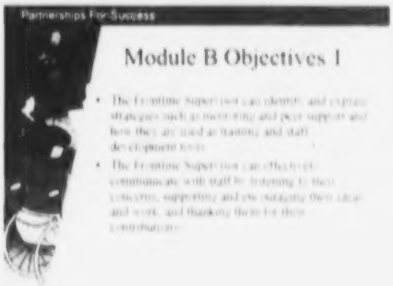
By completing Module B: Building a Cohesive Team, you will be able to demonstrate the following competencies:

- Identify and explain strategies such as mentoring and peer support and how they are used as training and staff development tools.
- Effectively communicate with staff by listening to their concerns, supporting and encouraging their ideas and work, and thanking them for their contributions.
- Coach and provide relevant feedback to staff regarding performance issues.
- Facilitate teamwork and positive interactions and attitudes among staff.
- Provide counseling and support to staff when conflict arises.
- Identify at least three practices of social inclusion.

Module B - Housekeeping and Agenda Review

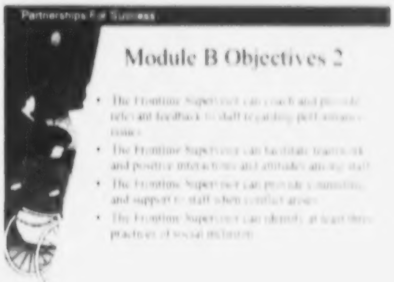

Partnerships For Success

Power of Diversity Curriculum Objectives


Partnerships For Success

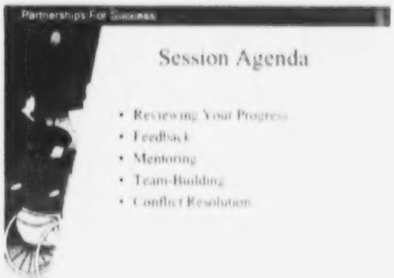
Module B Objectives 1

- The Frontline Supervisor can identify and explain strategies such as mentoring and peer support and how they are used as training and staff development tools
- The Frontline Supervisor can effectively communicate with staff by listening to their concerns, supporting and encouraging their ideas and work, and thanking them for their contributions


Partnerships For Success

Module B Objectives 2

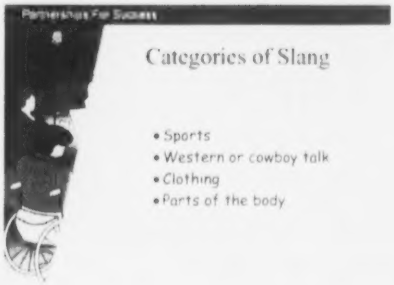
- The Frontline Supervisor can coach and provide relevant feedback to staff regarding performance issues
- The Frontline Supervisor can facilitate teamwork and positive interactions and attitudes among staff
- The Frontline Supervisor can provide counseling and support to staff when conflict arises
- The Frontline Supervisor can identify at least three practices of social inclusion


Partnerships For Success

Session Agenda

- Reviewing Your Progress
- Feedback
- Mentoring
- Team-Building
- Conflict Resolution

Opening Activity: Head in the Clouds, Nose to the Grindstone



Partnerships For Success

Categories of Slang

- Sports
- Western or cowboy talk
- Clothing
- Parts of the body

Notes:

Sports:

Western/Cowboy Talk:

Clothing:

Parts of Body:

NOTES:

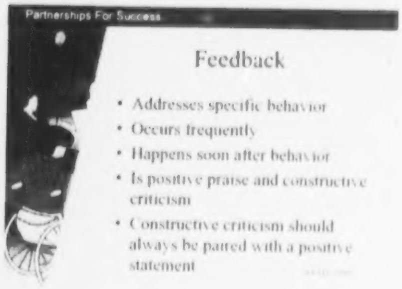
Unit B1: Communication Styles and Feedback

Introduction

Supervisors can help immigrant workers be successful employees by using good feedback skills. Because typically training and orientation is done in a rushed manner, feedback about job performance is critical to helping employees be successful at work. Lack of feedback about performance can lead direct support professionals to believe that the supervisor doesn't care about their performance, or that they are not appreciated, which might result in lower performance by the employee or unnecessary turnover. Using good communication skills to provide direction and feedback to immigrant workers helps ensure that they understand the expectations of the position, and helps them to assess if they are meeting those expectations.

Remember to use the communication skills you learned in **Module A** while providing feedback and that communication includes both verbal and non-verbal communication. People communicate using their bodies, as well as their words. Non-verbal communication may include facial expressions such as smiles, frowns, and nods; gestures such as pointing beckoning, and shrugging; body position such as crossing your arms, crossing your legs, and tilting your head; posture such as leaning forward; and contact, such as eye contact, shaking hands, hugging, kissing, slapping one's back. Non-verbal communication is just as important and sometimes can be more important than the verbal message you are sending or receiving. The non-verbal communication listed above may be sending messages such as affection, impatience, boredom, anger, appreciation and power. When communicating across cultures you may not always be sending the message you think you are and conversely you may be interpreting sombody else's non-verbal communication inaccurately. If you are not sure about the messages you are sending and receiving, it is important to check it out with the other person by stating what you understand and asking if that is what was intended.

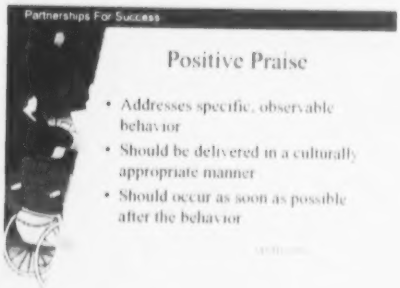
B1-1: Feedback



Partnerships For Success

Feedback

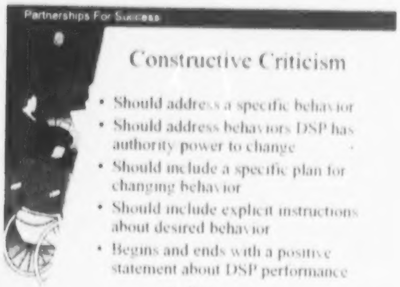
- Addresses specific behavior
- Occurs frequently
- Happens soon after behavior
- Is positive praise and constructive criticism
- Constructive criticism should always be paired with a positive statement



Partnerships For Success

Positive Praise

- Addresses specific, observable behavior
- Should be delivered in a culturally appropriate manner
- Should occur as soon as possible after the behavior



Partnerships For Success

Constructive Criticism

- Should address a specific behavior
- Should address behaviors DSP has authority power to change
- Should include a specific plan for changing behavior
- Should include explicit instructions about desired behavior
- Begins and ends with a positive statement about DSP performance

Feedback Form

1. How do you like to receive praise or positive feedback? Are there things you like better than others?

2. How do you like to receive constructive criticism or information about an area that may need improvement in your performance?

3. Are there ways in which you simply do not like to receive feedback?

Unit B2: The Benefits of Mentors

Introduction

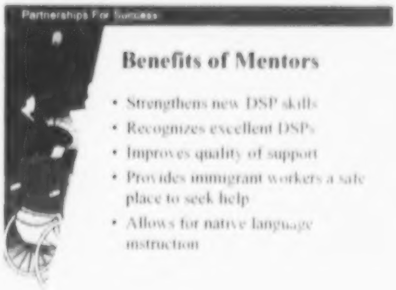
Mentoring is an age-old technique for encouraging professional development. In human services, it can be a meaningful way to support newer direct support professionals while recognizing the experience and ability of more tenured staff. The mentor helps the new direct support professional to become familiar with the organizational norms, values and practices, and to develop the skills needed to provide quality services. This may involve frequent contact with new staff, sharing information, modeling job skills and performance, and providing a safe place for the new staff person to have their questions answered.

Not only does mentorship benefit the mentee, but there are also positive outcomes for the mentor. Being a mentor is a measure of a person's competency. Mentors can use this as a yardstick to measure how far they have come in their careers, and reflecting on all they have learned. Mentors have an opportunity to see a different point of view that may be "outside of the box." Both the mentor and mentee, when entered into the relationship voluntarily will experience professional development and growth through this relationship.

There are many things to consider when choosing a mentor and developing a mentorship program. Mentoring programs can be formal or informal and can be different in various organizations. The Peer Empowerment Program (PEP) curriculum (another curriculum developed at the Institute on Community Integration) provides an overview of mentorship and provides an outline to plan the implementation of a formal program. If your organization is interested in developing a formal mentorship program, please refer to the PEP Curriculum. For the purpose of this training we will simply explore what mentorship is and how it is useful to immigrant workers as well as looking at the role of the mentor.

In choosing mentors to work with new immigrant staff, selecting mentors of the same cultural background and who speak the same language can provide several advantages. A mentor of the same cultural background can provide mentees with somebody with whom they may be more comfortable asking questions and somebody who is able to explain new concepts and skills in the person's native language. In addition, this person may be able to more easily recognize the difficulty that new staff might be experiencing in their role and help them to work through it. It is important to recognize that it is not the responsibility of someone from the same culture to serve in the mentor role simply due to culture and organizations should not assume that people will want to fulfill these roles. Mentoring should be a voluntary role, with clear set expectations. In the case where you have non-immigrant workers that want to serve as a mentor to an immigrant worker, this can be an excellent cross-cultural opportunity. Pairing an immigrant worker with a non-immigrant worker could also have many benefits such as facilitation of relationship building across cultures, break down stereotypes of other cultures, and welcome the new staff, and demonstrate socially inclusive practices. There are a number of benefits to mentoring for all parties involved.

B2-1: Why have mentors?



Partnerships For Success

Benefits of Mentors

- Strengthens new DSP skills
- Recognizes excellent DSPs
- Improves quality of support
- Provides immigrant workers a safe place to seek help
- Allows for native language instruction

Unit B3: An Introduction to Team Building

Introduction

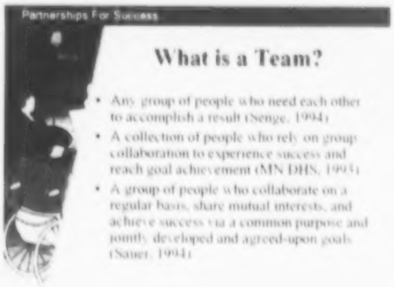
A team can be defined as a group of people who must work together to accomplish an agreed upon goal. Helping staff feel welcome, and using effective communication and mentoring are all skills the supervisor can use to support individual staff members and to help individuals become a part of a positive functioning team. Supervisors must also pay attention to the importance of expecting all staff members to play a role in creating a team and providing them with the time, skills and support to do so. The supervisor needs group skills to support all staff members to work effectively together in a team.

Teamwork at all levels of human services is essential for the provision of excellent services to consumers. Supports to persons with developmental disabilities are increasingly being delivered in community settings, and consumers and family members are more often invited to participate in designing, shaping, and managing services. As a result of these changes, the role of the DSP is changing dramatically. DSPs are learning to plan with, and not for, persons needing services. Coordination and the ability to work with a wide variety of other professionals is also becoming an increasingly important skill. As services are decentralized, supervisors have less contact than ever before with DSPs, meaning that DSPs are increasingly isolated and are more dependent on their own skills and resources to accomplish goals. In many community homes and job situations, DSPs have to work with team members who they often do not see or have few opportunities to work together. This reality makes effective team building an essential FLS skill.

The use of teams to perform ongoing work or to complete special projects is another growing trend in human services. Effective teams can improve productivity, increase the quality of supports, improve job satisfaction and morale, and reduce the levels of management needed. Underlying these benefits is the assumption that a group of people who are focused, organized, and trained can be more productive than people working alone.

The FLS plays an important role in building a strong team of DSPs. There are specific things to consider when a supervisor is creating a team of multi-cultural members. Communication and expectations around group norms and roles are influenced by culture, and can affect the ability of a group to smoothly function. When working on team building, FLS need to consider these cultural influences.

B3-1: Defining Your Team

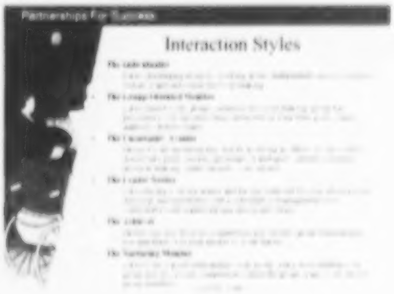


Partnerships For Success

What is a Team?

- Any group of people who need each other to accomplish a result (Senge, 1994)
- A collection of people who rely on group collaboration to experience success and reach goal achievement (MN DHS, 1993)
- A group of people who collaborate on a regular basis, share mutual interests, and achieve success via a common purpose and jointly developed and agreed-upon goals (Sauer, 1994)

B3-2: Interaction Styles and Teamwork



Partnerships For Success

Interaction Styles

Task for Work Groups

Instructions to Work Group Members

You are a planning committee from a day program for adults with developmental disabilities whose task is to plan a major celebration for the participants at your work sites, their families and other interested people. You've been notified that your plan must be in the hands of the caterer by 8:00 AM tomorrow morning.

Your plan must be so clear that they will be able to proceed immediately without any phone calls or questions, or additional fees will be attached to the total invoice.

You will need to develop specific instructions on who will be invited, the kind of food that will be served, and how it will be arranged. You must decide how the party will be paid for and where and when it should be held. In addition, you must set up the games and activities as well as choose the prizes for the games.

Remember, your organization employs a large number of immigrants as DSPs, and you also provide services to a diverse group of people. Your director is promoting the implementation of culturally competent practices. You feel it is important that this picnic is welcoming of people from all of the different cultures represented in your organization.

You have no instructions other than the above, and the group must proceed entirely on its own.

Your description, either in words, charts, or diagrams has to be perfectly clear and easy to understand. You will be provided with:

- Large sheets of paper
- Markers

You have 20 minutes to accomplish the assignment.

Team Building Action Steps Worksheet

Identify three action steps you can take in your organization to promote effective teams:

1. What action will you take?

    1a. Who will be involved?

    1b. What is your time frame?

2. What action will you take?

    2a. Who will be involved?

    2b. What is your time frame?

3. What action will you take?

    3a. Who will be involved?

    3b. What is your time frame?

B3-3: Expanding Your Work Team: Including Family Members, Immigrant Workers, and Consumers

Introduction

As community support agencies become more diverse, work teams also need to be more diverse. The FLS can help shape that diversity by including consumers, family members, and immigrant workers on a number of different work teams. Frontline Supervisors, however, may first need to facilitate the development of relationships among consumers, family members, and DSPs from diverse backgrounds. Family members and persons receiving services may have had little opportunity to learn about and work with people from other cultures and may be unsure of how to interact and approach DSPs from different backgrounds. Family members and people receiving supports report that there have been times when new DSPs from immmigrant countries are unsure of how best to provide supports. For example, they struggle with knowing how to prepare food the person receiving supports prefers to eat or with communicating expectations or needs due to language difficulties. It is important for FLS to facilitate the working relationship between DSPs, people receiving services and family members. Through this relationship building process, more effective and diverse work teams will emerge. There are three purposes of this exercise: 1) to discuss the potential difficulties among immigrant workers, family members, and consumers, 2) to brainstrom ways to deal with these challenges, and 3) to use these new ideas and experiences to include consumers, family members, and immigrant workers on worksite and agency teams.

Unit B4: Conflict Resolution

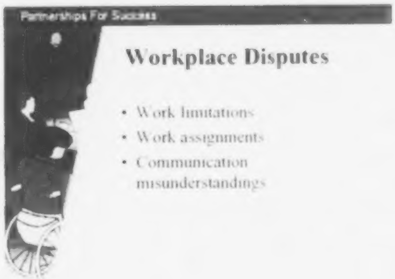
Introduction

Although there are many benefits to a diverse workforce, a team made of members with different cultural backgrounds may experience internal conflict between members due to cultural misunderstanding, despite a supervisor's best efforts in creating a cohesive team. The supervisor can play an important role in helping team members resolve conflicts through mediation and thus strengthen the team.

Conflicts can occur between staff because of different values, assumptions, and perceptions, such as: gender roles, communication styles, etc. Some conflicts may be beyond a supervisor's ability to mediate because emotions are too high, or because one side does not have the power to resolve the conflict. For example, conflicts over religious beliefs may be unsolvable because they are highly emotional and devout practioners of a religion are unable to change their practices. It is important to remember that conflict is not necessarily bad, and the positive resolution of conflicts creates a stronger team.

Along with other factors (such as gender, age, work experience, etc.) supervisors need to consider the cultural backgrounds of the staff members in conflict in order to understand the communication styles and other cultural influences on the interactions between the supervisor and the staff members in conflict (e.g., What does it mean when the person nods their head? Is the person really offering their perspective or are they attempting to please the authority figure? Etc.). Attending to the cultural influences in communication, as well as to the possible cultural factors which may be underlying the conflict, will increase your ability to mediate a successful resolution to the conflict.

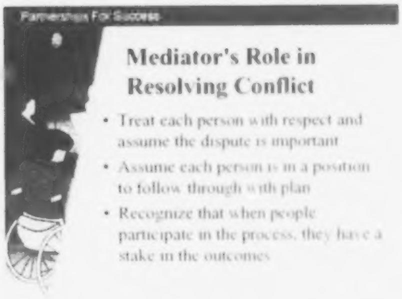
Activity B4-1: Conflict Mediation



Partnerships For Success

Workplace Disputes

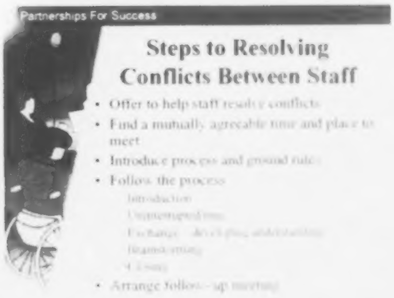
- Work limitations
- Work assignments
- Communication misunderstandings



Partnerships For Success

Mediator's Role in Resolving Conflict

- Treat each person with respect and assume the dispute is important
- Assume each person is in a position to follow through with plan
- Recognize that when people participate in the process, they have a stake in the outcomes

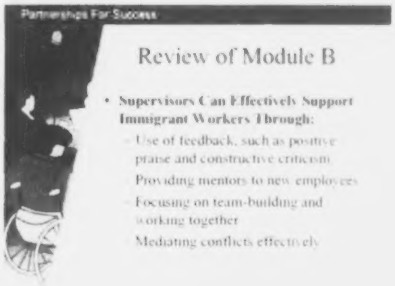


Partnerships For Success

Steps to Resolving Conflicts Between Staff

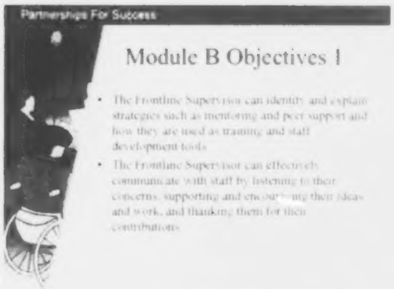
- Offer to help staff resolve conflicts
- Find a mutually agreeable time and place to meet
- Introduce process and ground rules
- Follow the process
  - Introduction
  - Uninterrupted time
  - Exchange – developing understanding
  - Brainstorming
  - Closing
- Arrange follow-up meeting

Module B Summary and Closing


Partnerships For Success

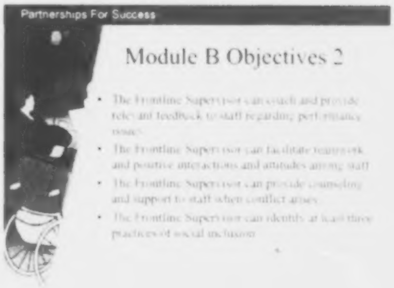
Review of Module B

- **Supervisors Can Effectively Support Immigrant Workers Through:**
  - Use of feedback, such as positive praise and constructive criticism
  - Providing mentors to new employees
  - Focusing on team-building and working together
  - Mediating conflicts effectively


Partnerships For Success

Module B Objectives 1

- The Frontline Supervisor can identify and explain strategies such as mentoring and peer support and how they are used as training and staff development tools
- The Frontline Supervisor can effectively communicate with staff by listening to their concerns, supporting and encouraging their ideas and work, and thanking them for their contributions


Partnerships For Success

Module B Objectives 2

- The Frontline Supervisor can coach and provide relevant feedback to staff regarding performance issues
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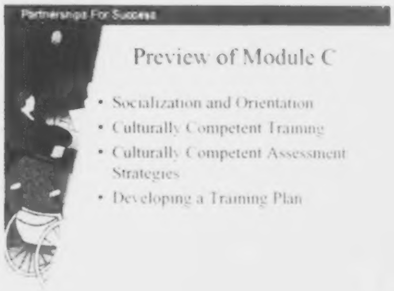
- The Frontline Supervisor can identify at least three practices of social inclusion


Partnerships For Success

Preview of Module C

- Socialization and Orientation
- Culturally Competent Training
- Culturally Competent Assessment Strategies
- Developing a Training Plan

Learner Guide B References and Additional Resources List

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Module B Participant Worksheets

Use these worksheets to replace
those you completed during the training sessions.

Feedback Form

1. How do you like to receive praise or positive feedback? Are there things you like better than others?

2. How do you like to receive constructive criticism or information about an area that may need improvement in your performance?

3. Are there ways in which you simply do not like to receive feedback?

Team Building Action Steps Worksheet

Identify three action steps you can take in your organization to promote effective teams:

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    3a. Who will be involved?

    3b. What is your time frame?

Module C:

Orienting and Training the Immigrant Worker

LEARNER GUIDE

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Module C Participant Worksheets (Use these worksheets to replace those worksheets you completed during the training session)

Introduction and Participant Competencies

In the previous modules you examined your personal level of cultural competence and learned strategies to assist you in supporting a diverse workforce such as team building, mentoring, and conflict resolution. You have also reflected on the challenges and successes that you and other supervisors may encounter as you strive to develop culturally competent supervisory skills. This module will help you to identify and use efficient orientation and training strategies to address the specific training needs of the immigrant worker and prepare them to effectively participate in the teams you supervise.

The ability of the supervisor to provide effective training and orientation is critical to the success of all new employees and can be especially critical to the success of immigrant workers. Many immigrants are in the process of learning things about a new culture that natives take for granted. Supporting immigrant workers as they are learning aspects of the culture, such as language and norms, as well as the roles and responsibilities of a new position calls for creativity in training and a supportive team environment.

Immigrants come to the U.S. and to their new positions with varying degrees of exposure to people with disabilities and with varied cultural experiences related to the opportunities provided to and roles experienced by people with disabilities in their countries of origin. In fact, some immigrant workers have reported that until the first day on their new job as a direct support professional they had never even seen a person with a disability. Disability culture is very different in various cultures and not only are immigrant workers learning about American language, norms and traditions they are also being exposed to perhaps new cultural expectations and norms regarding people with disabilities.

This module begins with an activity that provides an opportunity for participants to reflect on their cross-cultural work experiences and to discuss the benefits and challenges of utilizing a diverse workforce. After this activity, the participant will explore the challenges of orientation and training programs for immigrant workers and will develop strategies to address these challenges; creating orientation and training that prepare the immigrant worker to provide quality support services for persons with developmental disabilities. Finally, participants will learn about conducting culturally competent assessments of job performance of direct support professionals.

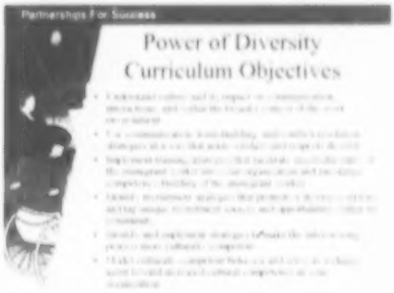
This module provides basic information about training and assessment but is not intended to be a comprehensive course on either of these topics. More in-depth training on these topics will be provided in the Recruitment and Retention Curriculum of the Partnerships for Success Series. This module assumes the participants will have a basic understanding of training and assessment concepts and will be looking at ways to adapt their practices to better address the needs of immigrant workers.

This module will take approximately 6 hours and 30 minutes to complete.

By completing this section, the participants will be able to demonstrate the following competencies:

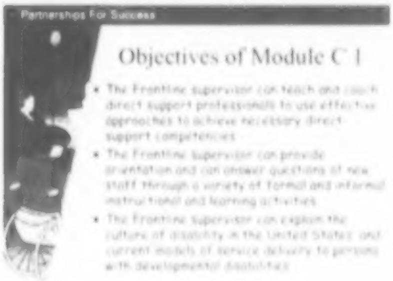
- Effective approaches to teach and coach direct support professionals to achieve necessary direct support competencies.
- Provide orientation and can answer questions of new staff through a variety of formal and informal instructional and learning activities.
- Explain the culture of disability in the United States and current models of service delivery to persons with developmental disabilities.
- Explain roles and responsibilities of direct support professionals and the ethics that guide their work (i.e., personal physical space, imposing beliefs vs. encouraging independent thinking).
- Provide information on organizational culture and norms.
- Provide competency-based training.
- Identify important content to include in training, including information related to cultural norms that may be important for immigrant workers.

Module C: Housekeeping and Agenda Review



Partnerships For Success

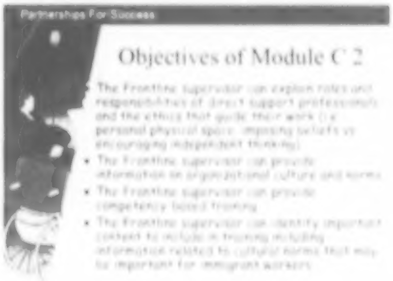
Power of Diversity Curriculum Objectives



Partnerships For Success

Objectives of Module C 1

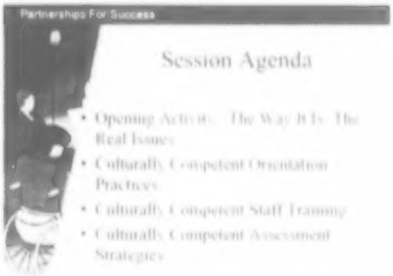
- The Frontline supervisor can teach and coach direct support professionals to use effective approaches to achieve necessary direct support competencies
- The Frontline supervisor can provide orientation and can answer questions of new staff through a variety of formal and informal instructional and learning activities
- The Frontline supervisor can explain the culture of disability in the United States and current models of service delivery to persons with developmental disabilities



Partnerships For Success

Objectives of Module C 2

- The Frontline supervisor can explain roles and responsibilities of direct support professionals and the ethics that guide their work (i.e. personal physical space, imposing beliefs vs encouraging independent thinking)
- The Frontline supervisor can provide information on organizational culture and norms
- The Frontline supervisor can provide competency based training
- The Frontline supervisor can identify important content to include in training including information related to cultural norms that may be important for immigrant workers



Partnerships For Success

Session Agenda

- Opening Activity: The Way It Is: The Real Issues
- Culturally Competent Orientation Practices
- Culturally Competent Staff Training
- Culturally Competent Assessment Strategies

The Way It Is: The Real Issues
Small Group Response Form

1. What is a specific aspect of your culture, which you most appreciate and would not like to give up?

2. What is a personal quality or aspect you think is the most difficult to understand in another culture?

3. What is a personal quality or aspect you find most enjoyable in working with someone from another culture?

4. What is the greatest difficulty you have experienced working with someone from another culture?

Unit C1: Orientation for a Diverse Workforce

Introduction

The orientation process has a number of purposes, though overall it should send the message to the new employee that they are welcomed and appreciated as a new worker. An effective orientation program provides a background on the organization's goals, philosophies, mission, services, structure, in addition to the standard personnel, policies and procedures. (ASTD, 1990) A critical objective of the orientation process that is often overlooked is to communicate the work and behavioral expectations of employees. If a new employee knows exactly what is expected of him/her, it is much easier to meet those expectations. Often however, it is assumed that a staff person knows what we expect, when really the staff person is still trying to determine how to understand our expectations. When we are not clear about expectations during orientation, ambiguity may result for the new employee.

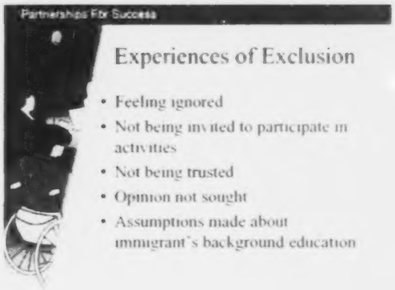
For the immigrant worker creating a successful, clear and welcoming orientation is critical. Remember, many immigrants are new to the United States, are still trying to understand aspects of the American culture and may have English as a second language, which can result in communication difficulties. Thus, taking the time to create an orientation program that specifically accommodates the need of immigrant workers is important.

There are a number of ways to develop and conduct a successful orientation program including structured and purposeful job shadowing, providing information based on the individual's experience and in an interactive way, using storytelling to illustrate different skills needed or the types of problem solving an individual may have to do. Lastly, it is helpful to pace the information being presented. Providing an overview of everything at once and then sending the worker off to visit a program is less meaningful than providing information on a topic that is applicable to the individuals initial work tasks. In this way the individual has an opportunity to experience a situation and apply the information they just received.

These different strategies to successful orientations can be especially meaningful to an immigrant worker. The feedback received from immigrant workers show that one of the biggest barriers they feel they face is not feeling welcomed and included in their new environment. The orientation process is the place to begin to ensure that all staff, regardless of background or ethnicity feel that they are welcomed and appreciated as a new member of the organization.

The purpose of this unit is to explore the benefits of inclusive practices in orientation, for both the organization and immigrant worker, and discuss strategies to welcome and be socially inclusive of all new staff.

C1-1: Inclusion/Exclusion



Partnerships For Success

Experiences of Exclusion

- Feeling ignored
- Not being invited to participate in activities
- Not being trusted
- Opinion not sought
- Assumptions made about immigrant's background education

Inclusive Practices Action Steps

Identify three action steps that you as a supervisor will take in your organization to promote inclusive practices within your work team.

1. What action will you take?

    1a. Who will be involved?

    1b. What is your timeframe?

2. What action will you take?

    2a. Who will be involved?

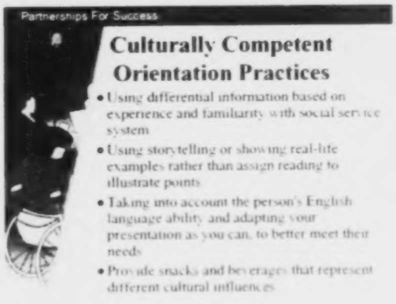
    2b. What is your timeframe?

3. What action will you take?

    3a. Who will be involved?

    3b. What is your timeframe?

C1-2: Culturally Competent Orientation Practices



Partnerships For Success

Culturally Competent Orientation Practices

- Using differential information based on experience and familiarity with social service system
- Using storytelling or showing real-life examples rather than assign reading to illustrate points
- Taking into account the person's English language ability and adapting your presentation as you can, to better meet their needs
- Provide snacks and beverages that represent different cultural influences

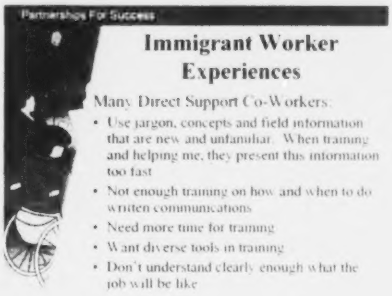
Unit C2: Culturally Competent Staff Training

Introduction

As you can see from the previous activity, a cross-cultural work environment brings with it both new challenges and exciting rewards. The ability to effectively work with people from other cultures is a learning process that is built on understanding, flexibility, communication, trust and fairness as discussed in Module A. These are some of the underlying values of effective cross-cultural interactions. The training and orientation that you provide as a supervisor is a critical element to creating a productive and diverse work group.

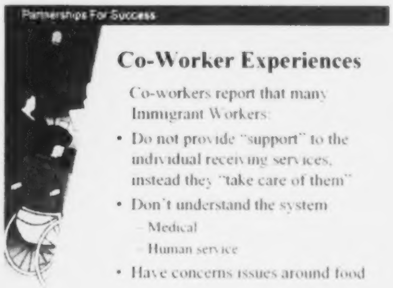
In order to improve training practices, we first need to take a look at what training practices are effective and how these can be developed further or adapted for training immigrant workers. Let's see what direct support professionals and frontline supervisors have to say about training practices and how well it meets the needs of the new immigrant staff.

C2-1: Staff Training Experiences


Partnerships For Success

Immigrant Worker Experiences

Many Direct Support Co-Workers:
- Use jargon, concepts and field information that are new and unfamiliar. When training and helping me, they present this information too fast
- Not enough training on how and when to do written communications
- Need more time for training
- Want diverse tools in training
- Don't understand clearly enough what the job will be like


Partnerships For Success

Co-Worker Experiences

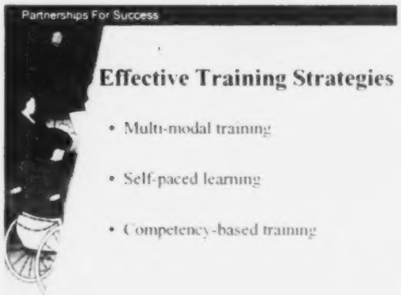
Co-workers report that many Immigrant Workers:
- Do not provide "support" to the individual receiving services, instead they "take care of them"
- Don't understand the system
  - Medical
  - Human service
- Have concerns issues around food

C2-2: Building Effective Training Strategies for a Diverse Workforce

Introduction

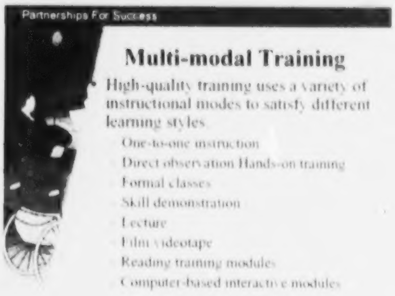
The high level of turnover and the diversity of new employees entering the human services workforce underscores the need for supervisors and trainers to be able to provide "effective" training in a time and cost efficient manner. "Effective" training can be thought of as the degree to which staff retain the information presented to them and the degree to which they are able to apply the skills and knowledge they have learned.

Providing training to adult learners requires using a variety of training approaches and a high degree of flexibility. Adults learn most effectively through instruction that acknowledges and seeks out their experiences, encourages application of new skills in the work setting, offers opportunities to practice new skills and teach the new skills to others, and incorporates discussion of the issues and concepts being taught.


Partnerships For Success

Effective Training Strategies

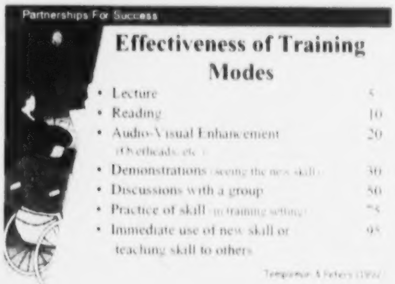
- Multi-modal training
- Self-paced learning
- Competency-based training



Partnerships For Success

Multi-modal Training

- High-quality training uses a variety of instructional modes to satisfy different learning styles
  - One-to-one instruction
  - Direct observation Hands-on training
  - Formal classes
  - Skill demonstration
  - Lecture
  - Film videotape
  - Reading training modules
  - Computer-based interactive modules



Partnerships For Success

Effectiveness of Training Modes

Lecture	5
Reading	10
Audio-Visual Enhancement (Overheads, etc.)	20
Demonstrations (seeing the new skill)	30
Discussions with a group	50
Practice of skill (in training setting)	75
Immediate use of new skill or teaching skill to others	95

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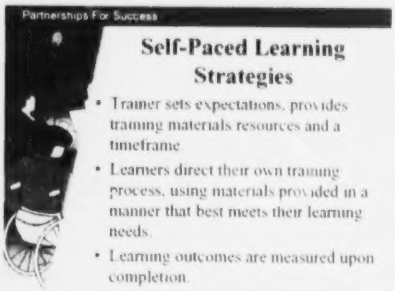
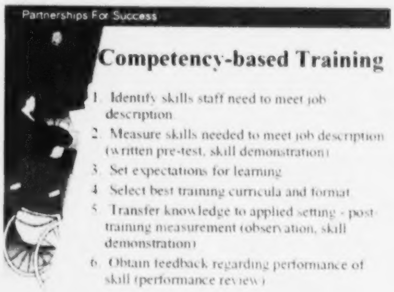


Partnerships For Success

Self-Paced Learning Strategies

- Trainer sets expectations, provides training materials resources and a timeframe
- Learners direct their own training process, using materials provided in a manner that best meets their learning needs.
- Learning outcomes are measured upon completion.



Partnerships For Success

Competency-based Training

1. Identify skills staff need to meet job description
2. Measure skills needed to meet job description (written pre-test, skill demonstration)
3. Set expectations for learning
4. Select best training curricula and format
5. Transfer knowledge to applied setting - post-training measurement (observation, skill demonstration)
6. Obtain feedback regarding performance of skill (performance review)

Community Support Skill Standards

1. **Participant Empowerment:** The competent community support human service practitioner (CSHSP) enhances the ability of the participant to lead a self-determining life by providing the support and information necessary to build self-esteem, and assertiveness; and to make decisions.

2. **Communication:** The community support human service practitioner should be knowledgeable about the range of effective communication strategies and skills necessary to establish a collaborative relationship with the participant.

3. **Assessment:** The community support human service practitioner should be knowledgeable about formal and informal assessment practices in order to respond to the needs, desires and interests of the participants.

4. **Community and Service Networking:** The community support human service practitioner should be knowledgeable about the formal and informal supports available in his or her community and skilled in assisting the participant to identify and gain access to such supports.

5. **Facilitation of Services:** The community support human service practitioner is knowledgeable about a range of participatory planning techniques and is skilled in implementing plans in a collaborative and expeditious manner.

6. **Community Living Skills & Supports:** The community support human service practitioner has the ability to match specific supports and interventions to the unique needs of individual participants and recognizes the importance of friends, family and community relationships.

7. **Education, Training & Self-Development:** The community support human service practitioner should be able to identify areas for self-improvement, pursue necessary educational/training resources, and share knowledge with others.

8. **Advocacy:** The community support human service practitioner should be knowledgeable about the diverse challenges facing participants (e.g., human rights, legal, administrative and financial) and should be able to identify and use effective advocacy strategies to overcome such challenges.

9. **Vocational, Educational & Career Support:** The community based support worker should be knowledgeable about the career and education related concerns of the participant and should be able to mobilize the resources and support necessary to assist the participant to reach his or her goals.

10. **Crisis Intervention:** The community support human service practitioner should be knowledgeable about crisis prevention, intervention and resolution techniques and should match such techniques to particular circumstances and individuals.

11. **Organization Participation:** The community based support worker is familiar with the mission and practices of the support organization and participates in the life of the organization.

12. **Documentation:** The community based support worker is aware of the requirements for documentation in his or her organization and is able to manage these requirements efficiently.

Marianne Taylor, Valerie Bradley, Ralph Warren, Jr. (1996). The Community Support Skill Standards: Tools for Managing Change and Achieving Outcome. Human Services Research Institute

Unit C-3: Culturally Competent Assessment Strategies

Introduction

Formal assessment strategies can be beneficial in the training and development of new and tenured staff. Having a regularly scheduled, formal process to evaluate job performance, and set standards and expectations for all employees of an organization can serve a number of purposes, including identifying areas where staff need further training, helping to identify new work related goals, and setting compensation criteria for pay scales. Frontline supervisors often intend to perform reviews and evaluations of staff, however, due to numerous other obligations this is often postponed. Without a formal assessment process in place, the Frontline supervisor has no fair mechanism to provide feedback to employees regarding performance. This can create staff frustration and conflict, and can result in poor quality of services to persons being supported. In addition, supervisors cannot hold a staff person accountable for performance without formally evaluating and providing feedback to the staff person. Conducting regularly scheduled, formalized evaluations communicates that an organization is committed to high quality services by ensuring staff development and a standard performance level.

Formal evaluations need to be based upon the skills and knowledge needed to perform a job. They must be competency-based. An evaluation is not helpful if it measures skills that don't directly apply in the workplace. Including competency-based measures in an evaluation requires identifying the skills that are needed to perform a job, and evaluating outcomes identified for the position. For example, an important aspect of a direct support position may be to promote community integration. This may be identified as a core value of the organization. Developing competence-based evaluations of these skill involves identifying what skills the staff need and are demonstrating to meet the outcome of promoting the integration of consumers into their communities. Once these skills are identified the next step is to determine how to measure those skills. These are the same steps presented in building competency-based training. Assuming the training is competency-based, developing performance evaluations and other assessments that are tied to these competencies would naturally follow.

In developing performance standards and performance-linked evaluations, supervisors should consider using The Community Support Skill Standards (CSSS), as discussed earlier in unit C2. Comparing these competencies against those used in the agency and building from there is a good place to ensure that training is competency-based and that formal assessments are evaluating the identified competencies.

When working with diverse teams, cultural competence is a crucial element of the assessment process. Conducting culturally competent assessments will require cross-cultural communication skills, ability to establish a trusting, honest relationship with staff and the ability to provide constructive feedback in a safe, direct manner. Review and develop assessments with cultural issues in mind. For instance, different cultures have different norms and expectations around evaluation and feedback. Our American characteristic of self-critique is not widespread, and is frequently more outwardly obvious in democratic nations. Some new immigrants may be unfamiliar and uncomfortable with this process, or may simply be accustomed to a different style of review and assessment. This is something to explore with an immigrant worker prior to the assessment process.

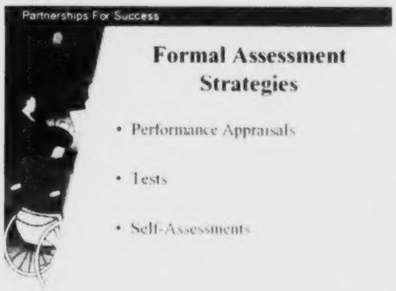
In working with diverse teams, conducting formal reviews ensures consistency in the evaluation of staff and minimizing conflicts caused by staff perceptions of lack of fairness. Reviewing all staff by the same measure and at specified points in their employment (i.e., 3 mos., 6 mos., 1 yr.) ensures that all staff are evaluated according to the same standards. However, using various culturally competent methods of assessment will be important to make this fair. In addition, measuring actual job performance, (rather than for example using a paper and pencil test to assess skills) avoids misjudging employee abilities based on non-essential skills. Formal assessment also provides a framework for new staff to guide their own development on the job. Formal assessments early in a new staff's employment can serve to detect areas in which the staff needs more training immediately and in the long-term.

Because formal assessments typically occur at structured intervals, they may not provide necessary or situation specific feedback. For these reasons a supervisor should be comfortable and skilled with a number of informal assessments as well.

One important aspect of any type of training, especially competency-based training is that an accurate assessment of the person's skills must be completed. These assessments must be done after training is complete, but can also be done prior to training to help determine what training is needed. If you never determine if a person has a specific skill and can use it effectively on the job, then you really cannot hold the person accountable for having the skill even if training has been delivered to them. There are a number of important ways that this assessment could occur and include both informal and formal strategies.

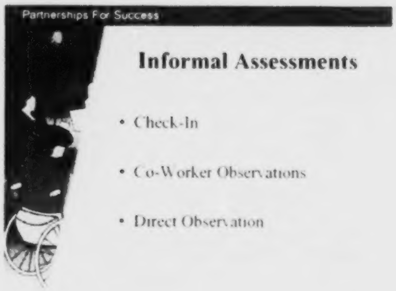
The purpose of this unit is to identify and discuss various assessment strategies that will best meet the needs of individuals with different learning styles and cultural backgrounds.

C3-1: Assessment Strategies


Partnerships For Success

Formal Assessment Strategies

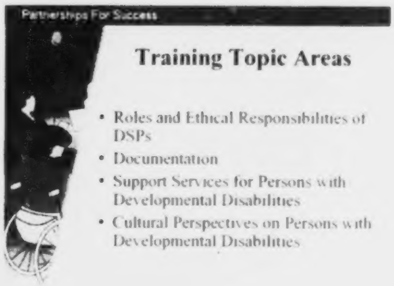
- Performance Appraisals
- Tests
- Self-Assessments


Partnerships For Success

Informal Assessments

- Check-In
- Co-Worker Observations
- Direct Observation

C3-2: Putting It Into Practice.


Partnerships For Success

Training Topic Areas

- Roles and Ethical Responsibilities of DSPs
- Documentation
- Support Services for Persons with Developmental Disabilities
- Cultural Perspectives on Persons with Developmental Disabilities

Training Topic Areas Packet

Training Topic Area #1

The Roles and Ethical Responsibilities of Direct Support Professionals

The role of the today's direct support professional DSP is a complicated one. There is still the need and emphasis on the day-to-day care and support of people with developmental disabilities. However, there is also the need to provide these basic supports within the structure of new visions and ideals. People who need support do not only need help with household tasks and personal care, they also want support to lead self-directed lives, and to participate fully in the social and civic life of our communities. This focus on empowerment and participation is critical because people with disabilities and others who rely on human service support are frequently isolated and ignored in our society.

What does this mean for the direct support professional? First they must be proficient and comfortable with providing the most basic of care. Helping people bathe, dress, brush their teeth, and shave is only one part of it. Being prepared to cook, clean, do laundry, go grocery shopping, change light bulbs, and do minor household maintenance may be also important.

Outside of assisting with personal care for people and their households, direct support professionals must be prepared to behave professionally in a number of challenging situations. For instance, direct support professionals need to be able to remain calm and focused in medical emergencies or in cases where someone they support acts in a manner that is threatening or frightening. They must be able to prepare and share information when needed with other professionals and with family members and understand when sharing information would not be appropriate. They need to understand how to keep good written records regarding supports.

Competent DSPs work well alone and with others. They can think flexibly and creatively in a variety of situations. As more and more supports are being done in non-segregated environments, DSPs must be prepared to do public relations work. This means they must be comfortable interacting with a variety of people in the community and helping community members understand more about developmental disabilities.

The direct support professional is a key player in providing person-centered supports. Person-centered supports focus on people's strengths, preferences and skills. They do not focus on the deficits of an individual, or trying to "fix" a person. In person-centered supports an emphasis is placed on the individual, his or her family, and the specific supports these individuals need to enable them to become full citizens in their community. Meetings or "get togethers" of the important people in the person's life, and any needed professionals, are held to learn more about the preferences and needs of an individual and how to help him/her achieve these hopes, dreams, and goals. Because they often have the most direct contact with the people receiving supports, DSPs are critical in both the planning and the implementation of person-centered supports.

Because the DSP has such an intimate role in the person's life, they have a responsibility to behave professionally, courteously and ethically in all ways toward the persons they support. Some critical pieces to this professionalism are expressed in the following concepts:

- Confidentiality: DSPs must protect and ensure the confidentiality and privacy of the people they support by knowing the personal preferences and expectations of each person, and the agency, and by seeking out trusted judgment when it is unclear how to handle a situation.
- Respect: DSPs show respect for the persons they support by regarding each person as an individual with a unique history, values, and set of circumstances; by working to help the persons they support be seen as respected and important members of the community; by protecting the person's privacy not only through confidentiality practices but also by understanding that providing personal cares should be done discreetly and privately; and that the DSP is working in that person's house and should act accordingly by knocking before entering a house or a room and by asking to use the phone, etc.
- Relationships: DSPs assist persons with disabilities in building and maintaining relationships, including providing opportunities for private, intimate relationships if desired. DSPs refrain from judging the quality of others' relationships.
- Self-Determination & Advocacy: DSPs assist the persons supported to direct the course of their life by providing opportunities to experience a variety of situations, helping to explore the consequences of choices, respecting choices, and identifying resources within the community.

The role of direct support will be unique depending on who the DSP supports and where. Learn to provide these intimate and necessary supports in a respectful and thoughtful manner. Remember, the person being supported is at the center of these services, and these roles will be the marker of high quality direct support services today and in the future.

*Primary source for this document is the *NADSP Code of Ethics*- (May 2001)

Training Topic Area #2

Documentation

Documentation is an important part of direct support, but one that is easy to avoid. There are many reasons why documentation does not get done or done properly. Sometimes support staff don't know where things should be documented, sometimes they are not clear on the importance of documentation and regard it as a waste of time, other times the physical activities of direct support continue right until a shift ends and staff do not have time to complete documentation. However, it is important to remember that accurate and complete documentation is not only required by the state and federal rules and regulations that govern support services, but also can be a valuable tool in helping the person get the best support services possible.

Reasons for Documentation

Documentation refers to keeping a written record of information needed to evaluate the effectiveness of a person's overall program of services. There are different types of documentation such as narrative progress notes, medical notes or charting, and specific types of data collection. It's important to understand the reasons for documenting and the method for choosing what to document and how to do it accurately.

Documentation is important to regulators because it provides one method of proof that services and supports were actually delivered. For this reason, it is required by both state and federal licensing and certification regulations. When asked directly about "documentation," most people receiving services are not likely to feel that is very critical. On the other hand, if you ask a person, "Is it important that new staff coming on shift are aware that you had a seizure earlier that day?" or " Is it important that your doctor knows the exact pattern of your seizures and when and what type of medications you have been taking to control them?" the answer will very likely be yes.

Many agency services are structured to rely on a model of supports where different staff come in for shifts, often without any overlap between shifts. Accurate, regular documentation is one of the best ways to ensure that important information is not lost and that people's needs are being met. For instance, if a person's goals include wanting to get together with family or friends several times a month, keeping a record of when the person interacted with others will help create a comprehensive picture of how well staff are meeting this need for the person.

Documenting the details, like how much of the planning and organizing the person is able to do for him/herself and what barriers get in the way of plans, can help the person and his or her support team get a better understanding of the situation. They can identify what skills may be needed to help the person experience visits more often (such as improved grooming, phone skills, learning the bus schedule, or behavior management) or what types of resources need to be gathered to make this work (such as providing for taxi or spending money, more staff on certain shifts, or asking friends and family to do more).

How to Document Accurately

Any form of documentation required in the rules and regulations is considered a legal document; it must be done in a manner which followed legal guidelines. Those guidelines include:

- All entries must include a date and time, and signed with a full name (or if using a set of initials — a signature sheet must be available so that the person making the entry can be identified).
- Do not leave blank lines or spaces between entries in a log.
- Keep entries in chronological order.
- Do not use white out. If you make a mistake draw a single line through the entry and put your initial above or next to it.
- All entries must be legible.
- All entries must be in blue or black ink.

Besides meeting the legal requirements of documentation, the purpose of your documentation should be clear and the description should be objective. When describing a situation, you should assume that the person reading it does not know the person or the situation and provide enough detail to clearly explain, the following:

- ☐ Who is involved in the situation;
- ☐ What happened;
- ☐ When it happened;
- ☐ Where it happened;

❑ How it happened;

❑ Why it happened or what events, actions may have led to the situation being described.

Using the acronym: DARO (Description, Action, Response, Outcome) might help you remember the things to include in any documentation. Remember, be objective! Entries should not include subjective comments such as "acting crabby," "bad behavior," but should use descriptive words such as "When her name was called to come do the dishes, she hit the table with her fist and swore at staff."

If you are concerned about your spelling or writing skills, ask you supervisor to provide a good current dictionary and allow yourself time to use it. Allow yourself enough time to make entries and concentrate your efforts on documenting only the most critical pieces of information. Finally, ask for feedback regarding your documentation and how it can be improved.

What to Document

At first it can seem overwhelming trying to understand what to document and why. Each agency has specific types of things they want documented and specific ways they want it done. In general, the kinds of things to document include:

- Daily medications
- Signs and symptoms of illness (runny nose, cough, etc.) and any actions taken on the part of staff (took person's temperature, gave them cough medicine — provide exact amounts and times)
- Unusual Incidents (anything that leads to extra medical care or potential harm to the person)
- Information regarding the progress or barriers to the person's chosen goals
- New areas of interest or achievement for the person or areas where new frustrations or problems have emerged
- Conversations regarding the individual and his/her care with people outside of the staff in the home. (doctors, nurses, family members, other support programs, etc)
- Outings in the community or with family/friends

Making Time for Documentation

Once you understand why and how to accurately document there are still time considerations. The following are hints for getting documentation done on time and effectively:

- Jot notes during the shift regarding events or situations that may be appropriate for documentation. At the end of a long shift it can be tempting to document the most recent events rather than the most important events of the day. Your notes will help refresh your memory regarding what needs to be documented (note—always document medications and medical treatments immediately so that no errors in medications are made).
- There is no need to wait until the end of a shift to begin documentation. While you should never document an event "before" it happens, you can choose to document important events immediately after they occur or during the next quiet period of your shift. This way you have time to document completely.
- If documentation is new to you or feels overwhelming, ask other staff if you can be responsible for less documentation and take on other tasks, or ask for help in completing the documentation. Do document at least a few things every shift, so that you can improve your skills and confidence.
- Use times when consumers don't need full attention to document. For instance, if someone would like you to watch a video or TV program with them or is working on a hobby, etc., use this time to complete documentation. (But never take program books out on activities, or other places outside of the home).

Training Topic Area #3

Support Services for Persons with Developmental Disabilities In Minnesota

Currently in Minnesota, most support services available to adults with developmental disabilities are administered by county social service agencies. To access services a person must have been assigned a developmental disabilities county social worker. This person is sometimes called a service coordinator, county social worker, or case manager. The county social worker helps the person with disabilities and their families understand what services they are eligible for, how the services can be paid for, and connects the person to potential providers. In cases where the person is under state guardianship the county social worker will also act in the role of guardian for the state by helping the person make the good decisions and ensuring the person is guarded from others who might take advantage of him/her. A primary role of the county social worker is to help create and facilitate the development of a support plan for the person and to make sure providers are able to provide the needed supports identified in the plan.

Available support services will vary depending on the size and resources of the county. Larger, more populated counties typically have more services available and more service providers from which to choose. This list contains some of the most common services currently available through the counties.

- Day Habilitation Services -These are services for people with developmental disabilities who have completed their public education and who wish to develop additional skills or need support services in a work environment. Depending on a person's needs and abilities, he or she may get supports to: find and keep a job; volunteer; communicate more effectively; take care of personal needs; learn about the community and how to get around; and how to work with others.

- In-Home Supports — Supports to people in family homes to learn new skills. Usually a support person is available for no more than a few hours a day.

❑ Respite Care— Either provided in the person's own home or in a licensed facility, these are temporary services so that permanent caregivers can have a break, go on vacation, or if they have another reason that they cannot care for the person for a brief period of time.

- Semi-Independent Living Services (SILS)- For people who need some support to learn to live independently. Services are available depending on a person's needs but typically will include assistance with budgeting, cooking, shopping and taking care of an apartment or home and will not be for more than a few hours a day and may be much less.

- Supported Living Services (SLS)—These services are offered to people who do not live in their parent's home and who need more daily support than can be offered in Semi-Independent services. People receiving supports through SLS may need less than 24-hour a day supervision to stay safe, but they usually need significant daily assistance to accomplish the daily tasks of caring for themselves and their homes. Some people receiving SLS-funded services need a lot of medical or behavior supports and will need a staff or other responsible person with them all the time. In Minnesota it is typical for SLS to be offered in small group homes of 2-4 people. These homes are sometimes called "waivered' homes since the funding for SLS comes from federal and state dollars that became available as a "waiver" to other (ICF/MR) funding and rules.

- Intermediate Care Facilities for persons with Mental Retardation (ICF/MR) services— Whereas the SILS and SLS programs are expanding, the ICF/MR programs in MN are shrinking. Current ICF-MR programs admit new consumers, but only when other consumers leave. The state of Minnesota has a number of ICFs/MR. ICFs/MR services are for people who need 24-hour-a day care in order to stay safe and to accomplish the daily tasks of life. ICFs/MR in Minnesota are typically 6-10 person homes with a few larger facilities with more people in them. Many large ICF/MR facilities are currently undergoing downsizing efforts.

Funding for services come from a variety of sources including federal, state, and county dollars. In addition, some services, such as respite care, may have to be paid for by the individual or their families. In the coming years there will continue to be changes in how services are paid for and how and where services are delivered.

Support Services to people with developmental disabilities have undergone a number of changes in the last several decades and likely will continue to evolve for some time to come. Two of the most notable changes have been: 1) the shift from providing residential services and vocational services to people in large facilities (where people were segregated from their communities) to providing services in smaller settings and in their preferred communities; 2) the shift from providing a support system designed around regulations and rules, to seeking to create supports that fit the unique needs and desires of individuals. While many services are still provided in group homes and workshops, homes are smaller with usually 6 or fewer people living in them. More often, services are offered in people's own homes, and work is in the community with job coaches. Regardless of the setting in which they receive supports, people today are being given more opportunities to be active with their families, neighborhoods, and communities than when services were primarily provided in institutions.

Other current changes at both the state and federal level include: 1) looking at the many regulations that govern services in an effort to streamline them and ensure that they are written in such a way that the interests of the persons receiving supports are the most critical focus of the regulation (sometimes called "outcome-based services"); 2) exploring how funding for services can be put directly in the hands of the people needing services or their family members. This change will allow individuals to have the power to budget and pay for the services that are most important to them and to more easily make changes if they are dissatisfied.

The state of Minnesota has been active in trying and creating new methods of providing services and supports to people that reflect these changes. The state frequently participates in demonstration projects which are meant to explore how changes could be infused into current service system as well as how the system may need to change. Some of these projects include:

- The Person-Centered Agency Design project (1991-1994) A project which provided tools to help 8 Minnesota agencies look at their supports services and redesign agency practices to reflect and focus on the needs of the individuals they supported.
- The Performance-Based Contracting project (1994-2000) A project designed to demonstrate and evaluate an alternative method for ensuring quality in ICFs/MR using a method that is outcome-based and consumer-focused.

- Minnesota's Self-Determination Initiative (1996-1999) A project to explore methods for expanding options for people with developmental disabilities by helping them to fully understand and make their own choices about supports, housing and employment, by managing their own support budgets.

The participation of Minnesota in these projects and others like them shows a commitment on the part of the state to continue to move toward a support system where individuals guide and select their own supports.

Primary Source for this document was the on-line document *7 County Metro Resource Guide for Children and Adults with Developmental Disabilities, and Their Families*. <http://www.co.hennepin.mn.us/adultsvcs/DD/Metro/Start-Intro.htm>

Training Topic Area #4

Cultural Perspectives on Persons with Disabilities

Throughout history, perceptions and attitudes about people with disabilities have gone through a number of changes in the United States. From the days of large institutions, to providing supports in the community and in a way that recognizes the individual as an individual with the right and desire to achieve his/her own life dreams and goals-- we have come a long way.

The self-advocacy movement, which grew out of the Civil Rights Movement of the 1960's, has moved us into a new way of seeing people with disabilities and helped to change public attitudes and perceptions. We are making the shift from a medical model in which we try to "fix" people, to the support model in which we see individuals as full members of society that contribute and reap the rewards of our society as other members of society do. We now see people with disabilities in many facets of daily community life, and are striving to further promote the integration of all individuals into their community. The actions of the direct support professionals must reflect this respect for the individual and the reflection of their full rights within our community. It is important that direct support professionals understand the history and the progress we have made in order to provide quality supports, and to continue to advance the efforts of providing supports based on the desires of the individual in a fully integrated community.

Recent arrivals from other countries will have different perspectives of disability and may need time and education to understand and express the values of our current support model. It is likely that many come from a social system in which providing services to persons with disabilities looks very different. In fact, it is possible that some immigrants may have different beliefs about why a person has a disability, and what this means. In addition, many developing countries do not have the money to provide services for people with disabilities and it is the full responsibility of the family to care for their family members. All of these factors may vary across cultures and it is important to understand what a new immigrant workers understanding is, as well as help them to understand what our current belief system is.

It is important to keep in mind that people from various cultures have different experiences, and that one person's opinions cannot be generalized to the whole culture. It is imperative that you treat each employee as an individual, and find out their thoughts, feelings and perspectives rather than stereotyping.

Below are the perspectives of individuals from various countries about the lives of persons with developmental disabilities in their respective country. This is simply a sampling and should not be interpreted as "the way it is." Countries may have a number of beliefs, based on class, religion, or age. In addition, individuals in each of these countries may have widely differing views on perspectives depending on their own life experiences. Therefore this should be used only as a starting point and further information should be gathered. Beyond this section you will find a matrix to give you basic information about the country and culture.

Russia

The beliefs about causes of a disability in Russia are often linked to environmental pollution or other ecological problems. Persons with disabilities are not encouraged to take part in the community as "normal" citizens. People with disabilities are treated with sympathy, and are taken care of by the family, usually the mother.

Social programs such as schools and day programs are almost non-existent. People in wheelchairs rarely, if ever, leave their homes, and people with learning disabilities or mental/psychological disorders are schooled separately, if at all. Persons who are disabled due to war are given some benefits from the government, such as food stamps, nursing services and medication. However, these programs are perceived to be in poor shape due to the economy.

Liberia

In Liberia, perceptions on the causes of a disability range from open acceptance to fear that it might be a curse on the family. Persons with MR can be considered to be a burden on the family.

In the past, Liberia had institutions to house and care for the mentally ill, but they were closed due to corruption. Since the institutions have closed, families have been responsible for caring for the family members that have disabilities. People with disabilities are often cared for by the mother and spend most of their time in the family home; most do not go to school. There are limited schools for persons who are deaf, mute, or blind. Persons with physical disabilities can go to school if they have transportation, but there is a shortage of wheelchairs, and if a family lives beyond walking distance from a school, transportation is difficult.

Persons with disabilities also comprise a percentage of the homeless population.

Colombia

Due to the strong sense of Christianity, causes of a disability may be tied to religious beliefs, and people are seen as having the same needs as persons without disabilities. In small towns, theories might exist about environmental factors causing disability, and theories about good vs. evil as causes of disability.

People with disabilities are taken care of by their families, usually the mother, or maybe in an institutional setting. They are treated with consideration and respect. Those in small towns may utilize natural healers rather than "western" medicine. Children with physical disabilities may go to school, but, again, transportation is an issue for outlying communities. Persons with disabilities rarely take part in community events, such as festivals or holiday celebrations, other than those taking place in the home.

Bosnia

There are no cultural belief systems about the causes of a disability.

People with disabilities are generally not seen at community events, in the market, or during celebrations that take place outside of the home. People with disabilities in Bosnia are taken care of by family members, again, generally by the mother. Children with physical disabilities may go to school. Kindergarten is accessible for everyone, and college is free. In addition, health care is universal. While these services are free, access and transportation are issues.

Due to recent conflicts in Bosnia, persons with physical disabilities are more commonly seen.

Nigeria

In smaller villages in Nigeria, the causes of a disability may be seen as the fault of the parents, or the result of a curse put on the family. Persons with developmental disabilities/mental retardation can be viewed as being a burden, and are generally not considered contributing members of society.

Nigerian children who have a disability can and do go to school. However, there is no formal assessment of cognitive ability; therefore special education and services are unavailable at this time. Nigeria has institutions for persons with mental illness, but not for other groups needing services. Adults with disabilities typically live in their family home and are cared for by family members. Adults with disabilities that have no family members often earn a living by begging.

Due to political and economic unrest in Nigeria, healthcare is almost non-existent for all citizens, so persons with disabilities are not given priority. Items such as wheelchairs are expensive luxuries.

Country	*Russia*	*Bosnia*
Period of largest influx of people to United States	1970-80s smaller wave in 1990's	1998-present
Reason	Political, racial, religious tensions/ Disintegration of Soviet Union	Political problems
Predominant religion	Russian, Christian Orthodox High percentage are atheist and practice no religion	Catholic, Orthodox and Muslim. Roughly equal numbers in each religion.
Common languages	Russian	Mostly Bosnian
Cultural norms/ practices	Eye contact with a friend shows respect during conversation, though with a stranger is bad manners and can trigger a conflict situation. A person's middle name is used to address an elder. Men shake hands	Eye contact is avoided during conversation. Bosnian women display affection with each other by kissing on the cheek when meeting. Children are highly valued. Elders are respected and

Nigeria	*Liberia*	*Colombia*
Late 1970s-Early 1980's	1990-present	1998-2000
Political unrest	Civil war	Internal wars and economic distress
Christianity	Christianity Some Voodoo in rural areas	Catholic Small populations of other Christian groups and the Jewish faith.
9 different languages depending upon area. English is the common second language.	16 different languages depending upon area. English spoken in school and in business.	Spanish
Eye contact is avoided during conversation. Nodding is shown to demonstrate that the listener is paying attention. If younger people meet an elder, men may bow and women may kneel to show	Very little direct eye contact in conversation. Persons older than you are always called by a title of respect. Younger person addresses elder first in conversation. Handshaking is	Colombians make a great deal of direct eye contact during conversation. They are warm, affectionate people. Personal space in work environments is similar to United States. Children highly

Country	*Russia*	*Bosnia*
	and women may kiss hello. Rarely is there any touching or socializing between a supervisor and employees -distinct social distance.	encouraged to discipline children regardless of family relation.

Nigeria	*Liberia*	*Colombia*
respect. Handshaking is not practiced, but is noted to be common in western culture, so most Nigerians are comfortable with the practice here.	common. More personal space than what is common in western culture. Inappropriate to show displeasure or strong emotion with a situation.	valued. Great respect shown to elders.

Training and Assessment Plan Worksheet

Topic Area: ____________

1. What is the information to be shared or skills to be developed?

1a. Given the information to be delivered, what are the best modes to use in the delivery of the material?

2. Given the diversity of your new staff and the many individual learning styles, how will you incorporate as many modes as possible into the delivery of this training? Name the modes you will use, the rationale for using each mode, and the hoped-for outcomes.

3. Identify at least two competencies for participants to achieve from this training.

4. What are the most effective ways to assess knowledge and/or skill level of the material? Identify at least two measurement or assessment methods you will use, and the rationale for using these methods.

5. What additional materials or resources do you need to develop quality training on this content area?

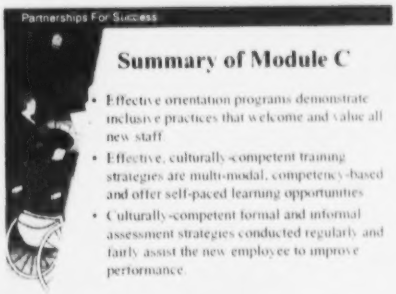
Training and Assessment Outcomes Worksheet

1. Was this an appropriate strategy for this training topic? Why or why not? -for immigrant workers? Why or why not?

2. Which method of training and/or assessment may have been better? How could you adapt this method to make it more applicable?

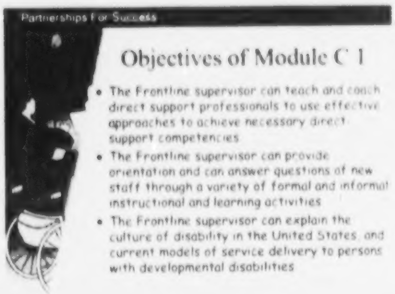
3. How did staff respond to this training? Did they find it easy to use? Did they understand the material and display the skill? Did they display competency?

Module C: Summary and Closing


Partnerships For Success

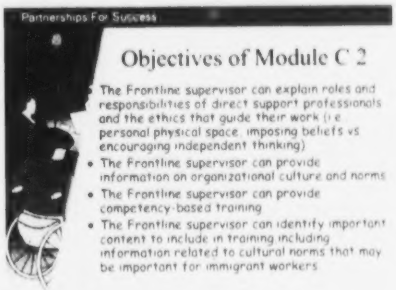
Summary of Module C

- Effective orientation programs demonstrate inclusive practices that welcome and value all new staff
- Effective, culturally-competent training strategies are multi-modal, competency-based and offer self-paced learning opportunities
- Culturally-competent formal and informal assessment strategies conducted regularly and fairly assist the new employee to improve performance.


Partnerships For Success

Objectives of Module C 1

- The Frontline supervisor can teach and coach direct support professionals to use effective approaches to achieve necessary direct support competencies
- The Frontline supervisor can provide orientation and can answer questions of new staff through a variety of formal and informal instructional and learning activities
- The Frontline supervisor can explain the culture of disability in the United States, and current models of service delivery to persons with developmental disabilities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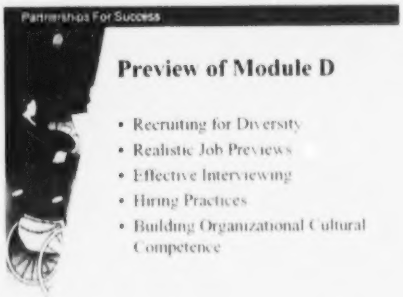
Objectives of Module C 2

- The Frontline supervisor can explain roles and responsibilities of direct support professionals and the ethics that guide their work (i e personal physical space, imposing beliefs vs encouraging independent thinking)
- The Frontline supervisor can provide information on organizational culture and norms
- The Frontline supervisor can provide competency-based training
- The Frontline supervisor can identify important content to include in training including information related to cultural norms that may be important for immigrant workers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Preview of Module D

- Recruiting for Diversity
- Realistic Job Previews
- Effective Interviewing
- Hiring Practices
- Building Organizational Cultural Competence

Module C References and Additional Resources List

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Module C Participant Worksheets

Use these worksheets to replace
those you completed during the training sessions.

The Way It Is: The Real Issues

Small Group Response Form

1. What is a specific aspect of your culture which you most appreciate and would not like to give up?

2. What is a personal quality or aspect you think is the most difficult to understand in another culture?

3. What is a personal quality or aspect you find most enjoyable in working with someone from another culture?

4. What is the greatest difficulty you have experienced working with someone from another culture?

Inclusive Practices Action Steps

Identify three action steps that you as a supervisor will take in your organization to promote inclusive practices within your work team.

1. What action will you take?

   1a. Who will be involved?

   1b. What is your timeframe?

2. What action will you take?

   2a. Who will be involved?

   2b. What is your timeframe?

3. What action will you take?

   3a. Who will be involved?

   3b. What is your timeframe?

Training and Assessment Plan Worksheet

Topic Area: ____________

1. What is the information to be shared or skills to be developed?

1a. Given the information to be delivered, what are the best modes to use in the delivery of the material?

2. Given the diversity of your new staff and the many individual learning styles, how will you incorporate as many modes as possible into the delivery of this training? Name the modes you will use, the rationale for using each mode, and the hoped-for outcomes.

3. Identify at least two competencies for participants to achieve from this training.

4. What are the most effective ways to assess knowledge and/or skill level of the material? Identify at least two measurement or assessment methods you will use, and the rationale for using these methods.

5. What additional materials or resources do you need to develop quality training on this content area?

Training and Assessment Outcomes Worksheet

1. Was this an appropriate strategy for this training topic? Why or why not? -for immigrant workers? Why or why not?

2. Which method of training and/or assessment may have been better? How could you adapt this method to make it more applicable?

3. How did staff respond to this training? Did they find it easy to use? Did they understand the material and display the skill? Did they display competency?

Module D:

Recruiting, Hiring & Organizational Practices that Support Immigrant Workers

LEARNER GUIDE

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Module D Participant Worksheets (Use these worksheets to replace those worksheets you completed during the training session)

Introduction and Participant Competencies

In the previous modules you learned the knowledge and skills needed to build competency in and to support a diverse workforce. Now you are ready to learn how to build a diverse workforce through effective recruitment, hiring, and other organizational practices.

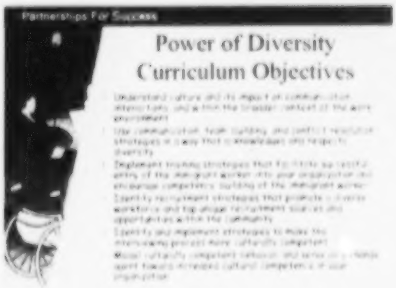
The following sections will provide recruitment strategies that tap into unique resources in the community, educate potential applicants about the direct support position using realistic job previews, and that encourage culturally competent interviewing and hiring practices that will better prepare new workers for their jobs and lead to improved retention in your workforce.

This module will take approximately 6 hours to complete.

By completing this section, the participants will be able to demonstrate the following competencies:

- Recruit new direct support professionals by posting open positions both within the agency and externally in newspapers and job boards, by encouraging existing staff to recruit potential new hires, and by networking with high schools, technical schools, job centers, community associations, welfare-to-work programs, and other sources of potential hires.
- Identify community resources that assist them with recruiting immigrant workers and can utilize these resources for recruitment (e.g. posting vacancies in community or ethnic newspapers, networking with immigrant service organizations).
- Schedule and complete interviews with potential new staff in collaboration with direct support professionals, consumers and their family members.
- Arrange for criminal background checks and drivers license reviews for newly hired personal.
- Communicate effectively and use a variety of interviewing strategies to assess applicant skills in a culturally competent manner.
- Describe and develop components of a realistic job preview, can identify the benefits and application of this strategy as part of the interview process.
- Understands basic immigration law and hiring limitations and issues related to immigrant workers.

Module D: Housekeeping and Agenda Review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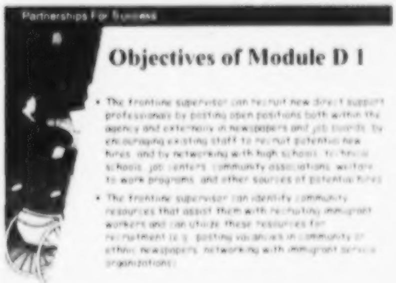
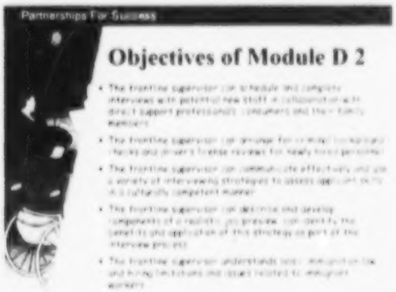
Power of Diversity Curriculum Objectives

- Understand culture and its impact on communication, interactions, and within the broader context of the work environment
- Use communication, team building, and conflict resolution strategies in a way that acknowledges and respects diversity
- Implement training strategies that facilitate successful entry of the immigrant worker into your organization and encourage competency building of the immigrant worker
- Identify recruitment strategies that promote a diverse workforce and tap unique recruitment sources and opportunities within the community
- Identify and implement strategies to make the interviewing process more culturally competent
- Model culturally competent behavior and serve as a change agent toward increased cultural competence in your organization


Partnerships For Success

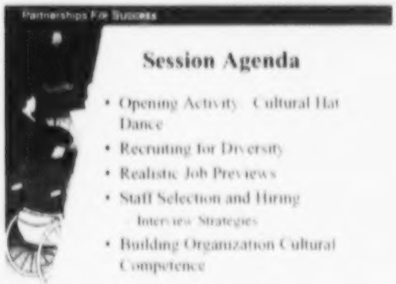
Objectives of Module D 1

- The frontline supervisor can recruit new direct support professionals by posting open positions both within the agency and externally in newspapers and job boards, by encouraging existing staff to recruit potential new hires, and by networking with high schools, technical schools, job centers, community associations, welfare to work programs, and other sources of potential hires
- The frontline supervisor can identify community resources that assist them with recruiting immigrant workers and can utilize these resources for recruitment (e.g., posting vacancies in community or ethnic newspapers, networking with immigrant service organizations)


Partnerships For Success

Objectives of Module D 2

- The frontline supervisor can schedule and complete interviews with potential new staff in collaboration with direct support professionals, consumers and their family members
- The frontline supervisor can arrange for criminal background checks and driver's license reviews for newly hired personnel
- The frontline supervisor can communicate effectively and use a variety of interviewing strategies to assess applicant skills in a culturally competent manner
- The frontline supervisor can describe and develop components of a realistic job preview, can identify the benefits and application of this strategy as part of the interview process
- The frontline supervisor understands basic immigration law and hiring limitations and issues related to immigrant workers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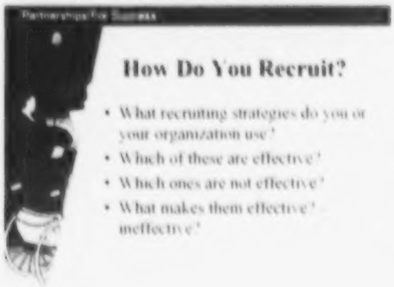
Session Agenda

- Opening Activity: Cultural Hat Dance
- Recruiting for Diversity
- Realistic Job Previews
- Staff Selection and Hiring
  - Interview Strategies
- Building Organization Cultural Competence

Introduction

Now that you are better prepared to supervise a diverse workforce and you better understand the benefits, you will want to learn about recruitment strategies that allow you to tap into the growing pool of potential immigrant employees. Often human service agencies use standard practices such as advertising in the classifieds section of the newspaper. While this may seem time and cost efficient, in reality it often times is not, because it yields few new applicants and those that are hired do not remain in their position long enough to justify the expense. Several other resources and strategies to recruit new employees are often times underutilized. The key to successful recruitment is identifying and hiring competent staff that are likely to remain in their position. This unit will discuss ways to recruit staff toward that goal.

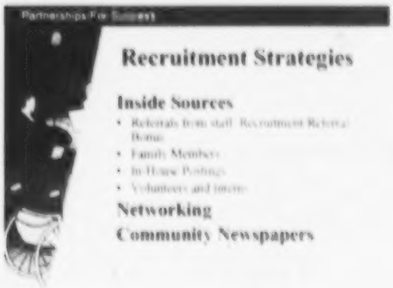
D1-1: Building Recruitment Strategies



Partnerships For Success

How Do You Recruit?

- What recruiting strategies do you or your organization use?
- Which of these are effective?
- Which ones are not effective?
- What makes them effective? ineffective?



Partnerships For Success

Recruitment Strategies

Inside Sources

- Referrals from staff, Recruitment Referral Bonus
- Family Members
- In-House Postings
- Volunteers and interns

Networking

Community Newspapers

Effective Recruitment Strategies
(Information Sheets)

Using inside sources. This strategy involves using current employees, consumers and their family members, volunteers, and Board of Directors as active recruiters for potential new hires. The benefit of attracting new staff in this way is that the new staff person has an opportunity to ask a number of questions and gather information from a person who knows about the job and the organization prior to applying for the position. They have an opportunity to gain a better understanding of what the job entails, and can make an informed decision about whether or not they want to begin the application process. Hearing about a position from a friend, relative or neighbor is more informative than reading an ad in a newspaper, and the potential employee is more likely to get a real picture of the work s/he would be doing, including information about the exciting parts and benefits of the job area and what parts are difficult. They also are more likely to gain insight into the organizational culture and norms. This provides a clearer picture of what it would be like to work in that organization and serves as a mechanism to screen out people who decide the job or organization isn't for them. This method is important to immigrant workers who might be looking for an organization that welcomes and supports diversity.

Recruitment and referral bonus. This recruitment strategy provides an incentive for current employees to refer candidates for open positions. This strategy may mean a cash bonus to the person who referred an applicant who has been hired, or it can involve other incentives such as gift certificates, paid time off, etc. Referral programs can be structured in a number of ways. The preferred method is to provide several installments during the first six to twelve months after hire. Gradual installments can positively affect retention as well as recruitment because is provides an incentive to the person who makes the referral to offer informal support and mentoring to the new employee during the first few months of employment so that s/he is more likely to remain on the job. This strategy has been particularly successful in hiring immigrant workers in many organizations. This success is often due to the strong networks that exist within many of the cultures from which immigrant workers identify. As friends and relatives come to this country or area they are often looking for employment. Hearing about a potential job from a person within that given culture is an excellent way to find new employees.

Networking. Another strategy for improving recruitment is to network with various organizations such as immigrant service organizations, local resource centers, community education sites and technical schools, high schools, local colleges, job centers, and welfare-to-work programs. This strategy can provide access to individuals who are qualified and ready to be trained to work in the field of developmental disabilities. Networking might include presenting information about your agency to classes and job clubs, collaborating with other organizations to present more and varied opportunities, and connecting with community organizations about the best way and place to "recruit" potential immigrant workers. Applicants recruited through these organizations may have financial and other forms of support (e.g., childcare, transportation) that might also serve as an incentive for them to remain in their position.

Community or ethnic newspapers. Another potential avenue for accessing job-seeking immigrant applicants is through community or ethnic newspapers. The key is to present information about your organization so that it will not become lost among the many other job ads. One way to do this could be to write an article for a local newspaper that highlights the services offered to people with disabilities and provides contact information for those persons interested in a position. This method provides information about the job and attracts people based on interest as well as the need for employment. In talking with many immigrant workers it has become evident that many are drawn to this line of work because of a sense of wanting to give to others and as a calling from a "higher power." The human side of this line of work is very important to many immigrant workers and being able to show this side of the direct support professional job is important in recruiting individuals.

Web-based advertising. Posting job descriptions and openings on the internet offers room for larger ads that can be much more descriptive of the organization and the particular job descriptions. These web-based job postings could include photographs, comments from current staff persons about the job, and other information that would be more meaningful to a potential applicant. Many agencies are beginning to use this strategy and this will continue to be a more important recruitment tool as web use continues to increase. Many organizations have reported success in being able to recruit people into their organization using the internet as a tool.

D1-1: Developing a Recruitment Action Plan

Introduction

New American and immigrant worker pools are excellent new sources of workers for human service agencies. Tapping these pools requires some thought and planning. Agencies need to identify where this pool of workers can be contacted and how best to inform them of job openings. Agencies should assess their current resources to determine how they are able to deal with issues related to recruiting and employing immigrant workers, such as potential language and cultural barriers. Once these issues have been resolved, agencies should find that immigrants are a wonderful source of new employees.

Recruitment Action Plan Worksheet

1. Identify three new sources of recruitment of immigrant workers in your local community or agency that you could utilize.

2. What steps will you take in changing your recruitment practices to interest new workers from immigrant pools?

3. What changes within the organization are needed to help it feel welcoming to new workers from different backgrounds?

4. With whom within your organization will you need to discuss this new action plan?

5. What resources do you need?

6. What is the timeframe to implement?

7. How will you know that you have been successful?

Unit D2: Realistic Job Previews (RJPs)

Introduction

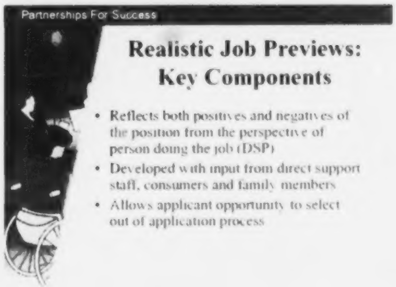
Many human service jobs and particularly at the direct support level are considered "hidden" jobs. In other words the community has very little understanding of the majority of the work DSPs do as part of their job. When people apply for hidden jobs they often are not familiar with what the work involves and therefore may quickly resign due to unmet expectations about the job. Realistic job previews are a way of sharing information about the job prior to a job offer being made so that potential new staff have a better understanding of the types of tasks for which they would be responsible.

Realistic job previews are an important strategy when working with immigrant applicants. Some immigrants may never have seen individuals with disabilities or the supportive devices that persons with disabilities use in our culture. They need to see these realities and what the position looks like prior to being offered a position.

An overview of all of the types of tasks a person would be expected to do is important. This includes tasks such as cooking, doing household chores, driving, medical interventions, etc. In discussions with many immigrant workers and their co-workers it is clear that for some immigrant workers a realistic picture of their responsibilities was not made clear to them up front and this resulted in conflict in their jobs, and, for some leaving their positions. It is also important that a realistic job preview shows the organizational culture or unwritten rules and practices. New staff have much to learn the first few weeks on the job, including rules, information about consumers, procedures, and schedules. New employees who are not familiar with the cultural norms and unspoken rules within an organization have even more to learn. Given that these "norms" or practices can vary across industries and even across organizations it is important that the unspoken ways of your organization are also illustrated in the realistic job preview. Such things as timeliness, appropriate dress, ways of interacting with consumer, co-workers, and supervisors are all examples of unspoken rules that have to be learned when joining a new organization.

Using realistic job previews is one effective way to reduce unnecessary turnover. By creating effective realistic job previews, agencies can reduce the time and money wasted on interviewing and hiring people who do not understand or enjoy direct support work.

D2-1: Realistic Job Previews



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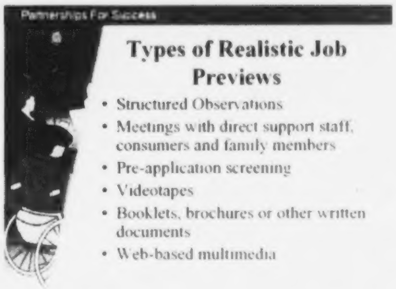
Realistic Job Previews: Key Components

- Reflects both positives and negatives of the position from the perspective of person doing the job (DSP)
- Developed with input from direct support staff, consumers and family members
- Allows applicant opportunity to select out of application process



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Types of Realistic Job Previews

- Structured Observations
- Meetings with direct support staff, consumers and family members
- Pre-application screening
- Videotapes
- Booklets, brochures or other written documents
- Web-based multimedia

Types of Realistic Job Previews

Structured observations. These observations take place at a worksite and provide the applicant with a comprehensive overview of job expectations. In a structured observation the applicant is given a checklist that identifies the specific activities or skills that they should observe. Existing employees may spend some time talking with the observer but to be most effective the observer should take responsibility for gathering the information s/he needs so that working staff are focused on performing duties in their usual ways. Remember, this is not actually on-the-job training, but an opportunity for the potential staff member to get a better picture of the job. Structured observations should be followed by an opportunity to debrief - talk with a supervisor about the observations and have questions answered.

Meetings with direct support professionals, consumers and/or parents. These meetings can also be an effective way to share information about the roles and expectations of the position. If information is presented by a consumer or family it can also provide a different perspective for the applicant. This is valuable for the applicant as it ensures they understand who is receiving services. The direct support professional can also provide valuable information including some of the highlights and drawbacks of the job.

Pre-application screening. Pre-applicant screening takes place when an applicant requests information on the application process or when s/he requests an application. It can be very brief and is designed to help the agency find out if the prospective employee meets minimal criteria. There are a number of ways to adapt a pre-screening to include relevant information for the applicant, such as pay-scale, hours, shifts, etc.

Videotapes. Videotapes are created to show an applicant what the job is really like by showing people performing the job. It should reflect different types of situations, with different consumers, consumer programs, activities and staff members.

Booklets or brochures. Published material such as booklets or brochures could range from professionally developed agency-wide brochures to photo albums compiled by consumers and direct support professionals. While the format may vary considerably it is necessary that the product presents all the components of an effective RJP.

Web-based multimedia. This form of an RJP involves putting comprehensive information about the positive and negative features of jobs on a website for prospective employees to review before applying for a job or before a job offer is made. This may include photos, verbal descriptions, video clips, and text to provide information about the agency and position.

Group RJPs. One way to deliver an RJP involves a group of prospective applicants meeting to receive information about the agency and job, and an opportunity for applicants to ask questions. This should be done in segments, with frequent breaks to allow individuals to leave if they are not interested in the work being described.

Developing a Realistic Job Preview Worksheet

1. Identify 6 tasks/responsibilities of DSP role that should be portrayed in RJP. Balance the positive with the negative. Include tasks or responsibilities that may be a surprise to some immigrant workers (like making hotdish!).

2. Identify 4-5 "unwritten" rules or behavioral expectations for DSP at your organization. (Think about what may be most surprising to some immigrant workers - such as avoiding talking about personal religion on the job).

3. Identify what type of RJP you could develop to help immigrant workers understand these tasks and rules most clearly.

4. Identify who will be involved in developing RJP (DSPs, other immigrant workers, etc).

5. Begin to think of who are the best people to portray specific parts and how they will do it.

6. List some ways you can help applicants communicate that they are not interested in the position.

(Note: This is a practice exercise to help you brainstorm about RJP possibilities. Be as creative as you want in creating a meaningful RJP that fits the culture of your organization)

Unit D3: Staff Selection and Hiring

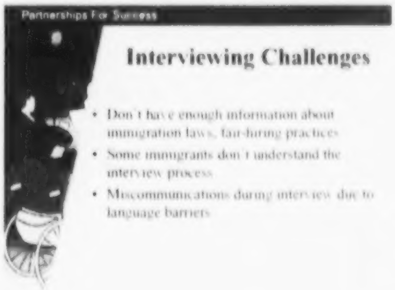
Introduction

Frontline supervisors often interview and hire direct support professionals for the programs they directly supervise. As our population continues to become more diverse it will be important for the frontline supervisor to have the skills to conduct successful interviews with persons from both diverse ethnic groups. This unit is designed to discuss some of the challenges of interviewing, and to identify and apply strategies to improve the interview process. These strategies will allow the supervisor to better assess the knowledge and skills of an applicant in a culturally competent manner and to discuss those roles and responsibilities that are critical to providing supports to persons with developmental disabilities.

The process of selecting and hiring new employees is the first step to building and supporting an effective and productive workforce. The ability to use effective strategies and best practices in the hiring and selection process can set the stage for success for the new employee. How you recruit new employees, the information provided, and the strategies used to interview applicants are all critical to making best choices among candidates and encouraging new employees to succeed. While these strategies apply to all new hires, it is important to consider concepts in the context of recruiting and hiring immigrant workers. The process of interviewing and hiring immigrant workers may bring a different set of challenges that will be addressed below. This will be discussed from the perspective of immigrant worker as well as from the perspective of the supervisors.

Many frontline supervisors have had little opportunity to learn about and develop different interviewing strategies. Frontline supervisors have reported that for the most part these skills are simply acquired on the job. Concerns such as needing more information on immigration laws, miscommunication in the interview process, and misunderstanding due to cultural differences can make this task seem even more overwhelming. This section will provide a number of different interviewing strategies that can be used to address the issues listed above and build competency in hiring and interviewing.

D3-1: Effective Interviewing - Part 1



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Interviewing Challenges

- Don't have enough information about immigration laws, fair-hiring practices
- Some immigrants don't understand the interview process
- Miscommunications during interview due to language barriers

Structured Interview Protocols are designed to have all applicants respond to the same set of questions. This provides information that can be more easily assessed as you can evaluate the answers based on a predetermined scale. You can also compare responses from excellent and poor candidates to determine how well the applicant understands the concept in question. The questions are designed to address important behaviors that distinguish excellent performers from poor performers. This strategy ensures consistency across interviews and facilitates the evaluation process. Instead of asking "What would you do if..." questions that allow the applicant to tell you what they think you want to hear, use questions that ask "tell me about a time when..." The best predictor of future behavior is past behavior in similar circumstances.

While, this practice may be an effective way to identify qualified candidates, it also has potential drawbacks. For instance, as described above, recent hires that are friends may "prep" applicants prior to the interview, so that the applicant may be responding based on what they think the correct answers are rather than what they believe or on the skills they have. In order to avoid this situation, the frontline supervisor can develop a number of protocols and rotate the use of these interviews. Each interview will still address the same issues or concepts, but the question can be phrased differently, and/or the ordering of the questions may be different. This will help to ensure that interviewees are responding to questions in such a way that their responses reflect their understanding of the concept.

Structured Interview Protocol Worksheet

1. Identify 3-5 areas that are necessary to be a good candidate for a DSP position. (e.g., teamwork, managing multiple tasks, etc.)

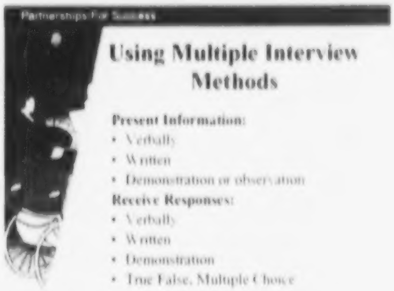
2. Design a question that addresses each of these competency areas. This may be an open-ended question, a response to scenarios or other ways that you can elicit responses that accurately reflect skills and understanding.

3. For each question, identify key elements of responses that reflect varying levels of skill or knowledge (e.g., excellent worker, proficient worker, poor performing worker).

4. Now ask these questions of your team members. In response to these questions, each member should write a brief response to each question. Compare responses. Discuss responses with group members. Which question for each skill area elicited a response that best reflects an applicant's understanding of that competency area?

5. Choose the best question for each competency and make edits as needed. Be prepared to share with the large group.

D3-1: Effective Interviewing - Part 2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Using Multiple Interview Methods

Present Information:
- Verbally
- Written
- Demonstration or observation

Receive Responses:
- Verbally
- Written
- Demonstration
- True False, Multiple Choice

Using Multiple Interview Methods allows you to best assess the qualifications, skills, and understanding of the applicant. Consider your own style of interviewing or test taking. Do you prefer to have a conversation to display your qualifications or do you prefer a hands-on assessment? Do you do better responding to questions that you read or that you hear? For immigrant applicants using various modes of gathering information may provide you with a better understanding of their skills. For example, if an immigrant applicant has poor verbal English language skills, but can read English and writes well, their knowledge or ability will be misrepresented if their skills are only assessed through conversation.

D3-2: Immigration Law and Fair Hiring Practices

NOTES:

Immigration Law and Fair Hiring Practices Fact Sheet

Do citizens and nationals of the U.S. need to prove, to their employers, they are eligible to work?
Yes. While citizens and nationals of the U.S. are automatically eligible for employment, they too must present proof of employment eligibility and identity and complete an Employment Eligibility Verification form (Form I-9). Citizens of the U.S. include persons born in Puerto Rico, Guam, the U.S. Virgin Islands and the Northern Mariana Islands. Nationals of the U.S. include persons both in American Samoa, including Swains Island.

Do I need a completed Form I-9 for everyone who applies for a job with my company?
No. You need to complete Form I-9 only for people you actually hire. For purposes of the I-9 rules, a person is "hired" when he or she begins to work for you for wages or other compensation.

I understand that I must complete a Form I-9 for anyone I hire to perform labor or services in return for wages or other remuneration. What is "remuneration"?
Remuneration is anything of value given in exchange for labor or services rendered by an employee, including food and lodging.

Can I fire an employee who fails to produce the required document(s) within three (3) business days?
Yes. You can terminate an employee who fails to produce the required document(s), or a receipt for a replacement document(s) (in the case of lost, stolen or destroyed documents), within three (3) business days of the date employment begins. However, you must apply these practices uniformly to all employees. If an employee has presented a receipt for a replacement document(s), he or she must produce the actual document(s) within 90 days of the date employment begins.

What happens if I properly complete a Form I-9 and the INS discovers that my employee is not actually authorized to work?
You cannot be charged with verification violation; however, you cannot knowingly continue to employ this individual. You will have a good faith defense against the imposition to employ this individual. You will also have a good faith defense against the imposition of employer sanctions penalties for knowingly hiring an unauthorized alien unless the government can prove you had actual knowledge of the unauthorized status of the employee.

What is my responsibility concerning the authenticity of document(s) presented to me?
You must examine the document(s) and, if they reasonably appear on their face to be genuine and to relate to the person presenting them, you must accept them. To do otherwise could be an unfair immigration-related employment practice. If a document does not reasonably appear on its face to be genuine and to relate to the person presenting it, you must not accept it. You may contact your local INS office for assistance.

May I accept a photocopy of a document presented by an employee?
No. Employees must present original documents. The only exception is an employee may present a certified copy of a birth certificate.

What does the law say about it?
The Immigration and Nationality Act is a law that governs the admission of all persons to the United States. For the part of the law about Employment Authorization Documents, please see INA 274A. The Code of Federal Regulations [CFR] discusses the employment authorization responsibilities of both employers and employees at 8 CFR 274a.

*http://www.ins.gov

GLOSSARY & ACRONYMS
Immigration and Naturalization Services

Acquired Citizenship - Citizenship conferred at birth on children born abroad to a U.S. citizen parent(s).

Alien - Any person not a citizen or national of the United States.

Asylee - An alien in the United States or at a port of entry who is found to be unable or unwilling to return to his or her country of nationality, or to seek the protection of that country because of persecution or a well-founded fear of persecution. Persecution or the fear thereof must be based on the alien's race, religion, nationality, membership in a particular social group, or political opinion. For persons with no nationality, the country of nationality is considered to be the country in which the alien last habitually resided. Asylees are eligible to adjust to lawful permanent resident status after one year of continuous presence in the United States. These immigrants are limited to 10,000 adjustments per fiscal year.

Certificate of Citizenship - Identity document proving U.S. citizenship. Certificates of citizenship are issued to derivative citizens and to persons who acquired U.S. citizenship (See definitions for Acquired and Derivative Citizenship).

Employer Sanctions - The employer sanctions provision of the Immigration Reform and Control Act of 1986 prohibits employers from hiring, recruiting, or referring for a fee aliens known to be unauthorized to work in the United States. Violators of the law are subject to a series of civil fines for violations or criminal penalties when there is a pattern or practice of violations.

General Naturalization Provisions - The basic requirements for naturalization that every applicant must meet, unless a member of a special class. General provisions require an applicant to be at least 18 years of age and a lawful permanent resident with five years of continuous residence in the United States, have been physically present in the country for half that period, and establish good moral character for at least that period.

Green Card/Permanent Resident Card -A permanent resident card is evidence of your status as a lawful permanent resident with a right to live and work permanently in the United States. It is also evidence of your registration in accordance with United States immigration laws. The Permanent Resident Card is also called INS Form I-551.

Immediate Relatives - Certain immigrants who, because of their close relationship to U.S. citizens, are exempt from the numerical limitations imposed on immigration to the United States. Immediate relatives are: spouses of citizens, children (under 21 years of age and unmarried) of citizens, and parents of citizens 21 years of age or older.

Immigrant/Permanent Resident Alien - An alien admitted to the United States as a lawful permanent resident. Permanent residents are also commonly referred to as immigrants; however, the Immigration and Nationality Act (INA) broadly defines an immigrant as any alien in the United States, except one legally admitted under specific nonimmigrant categories (INA section 101(a)(15)). An illegal alien who entered the United States without inspection, for example, would be strictly defined as an immigrant under the INA but is not a permanent resident alien. Lawful permanent residents are legally accorded the privilege of residing permanently in the United States. They may be issued immigrant visas by the Department of State overseas or adjustment to permanent resident status by the Immigration and Naturalization Service in the United States.

Immigrant Visa - An immigrant visa is given to someone who intends to live and work permanently in the United States. In most cases, your relative or employer sends an application to the INS for (the beneficiary) to become an immigrant.

Immigration Act of 1990 - Public Law 101-649 (Act of November 29, 1990), which increased the limits on legal immigration to the United States, revised all grounds for exclusion and deportation, authorized temporary protected status to aliens of designated countries, revised and established new nonimmigrant admission categories, revised naturalization authority and requirements.

Immigration and Nationality Act - The Act (INA), which, along with other immigration laws, treaties and conventions of the United States, relates to the immigration, temporary admission, naturalization, and removal of aliens.

Immigration and Naturalization Service - The U.S. Immigration and Naturalization of Justice is responsible for enforcing the laws regulating the admission of foreign-born persons (i.e. aliens) to the United States and for administering various immigration benefits, including the naturalization of qualified applicants for U.S. citizenship. INS also works with the Department of State, the Department of Health and Human Services and the United Nations in the admission and resettlement of refugees. INS is headed by a Commissioner who reports to the Attorney General.

Immigration Reform and Control Act (IRCA) of 1986 - Public Law 99-603 (Act of 11/6/86), which was passed in order to control and deter illegal immigration to the United States. Its major provisions stipulate legalization of undocumented aliens who had been continuously unlawfully present since 1982, legalization of certain agricultural workers, sanctions for employers who knowingly hire undocumented workers, and increased enforcement at U.S. borders.

Migrant - A person who leaves his/her country of origin to seek residence in another country.

National - A person owing permanent allegiance to a state.

Naturalization - The conferring, by any means, of citizenship upon a person after birth.

Naturalization Application - The form used by a lawful permanent resident to apply for U.S. citizenship. The application is filled with the Immigration and Naturalization Service at the Service Center with jurisdiction over the applicant's place of residence.

Nonimmigrant - An alien who seeks temporary entry to the United States for a specific purpose. The alien must have a permanent residence abroad (for most classes of admission) and qualify for the nonimmigrant classification sought. The nonimmigrant classifications include: foreign government officials, visitors for business and for pleasure, aliens in transit through the United States, treaty traders and inventors, students, international representatives, temporary workers and trainees, representatives, temporary workers and trainees, representatives of foreign information media, exchange visitors, fiancé(e)s of U.S. citizens, intra-company transferees, NATO officials, religious workers, and some others. Most non-immigrants can be accompanied or joined by spouses and unmarried minor (dependent) children.

Nonimmigrant visa - A nonimmigrant visa is given to someone who lives in another country and wishes to come temporarily to the United States for a specific purpose. Nonimmigrant visas are given to people such as tourists, business people, students, temporary workers, and diplomats.

Refugee - Any person who is outside his or her country of nationality who is unable or unwilling to return to that country because of persecution or a well-founded fear of persecution. Persecution or the fear thereof must be based on the alien's race, religion, nationality, membership in a particular social group, or political opinion. People with no nationality must generally be outside their country of last habitual residence to qualify as a refugee. Refugees are subject to ceilings by geographic area set annually by the President in consultation with Congress and are eligible to adjust to lawful permanent resident status after one year of continuous presence in the United States.

Special Immigrants - Certain categories of immigrants who were exempt from numerical limitation before fiscal year 1992 and subject to limitation under the employment-based fourth preference beginning in 1992; persons who lost citizenship by marriage; persons who lost their citizenship by serving in foreign armed forces; ministers of religion and other religious workers, their spouses and children; certain employees and former employees of the U.S. Government abroad, their spouses and children; Panama Canal Act immigrants; certain foreign medical school graduates, their spouses and children; certain retired employees of international organizations, their spouses and children; juvenile court dependents; and certain aliens serving in the U.S. Armed Forces, their spouses and children.

Special Naturalization Provisions - Provisions covering special classes of persons who may be naturalized even though they do not meet all the general requirements for naturalization. Such special provisions allow: 1) wives or husbands of U.S. citizens to file for naturalization after three years of lawful permanent residence instead of the prescribed five years; 2) a surviving spouse of a U.S. citizen who served in the Armed Forces to file his or her naturalization application in any district instead of where s/he resides; and 3) children of U.S. citizen parents to be naturalized without meeting certain requirements or taking the oath, if too young to understand the meaning. Other classes of persons who may qualify for special consideration are former U.S. citizens, servicemen, seamen, and employees of organizations promoting U.S. interests abroad.

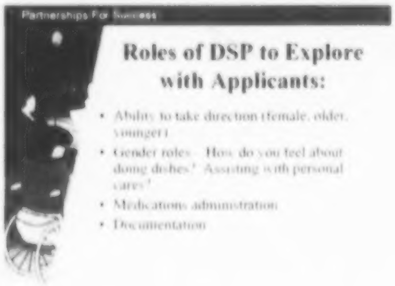
Student - As a nonimmigrant class of admission, an alien coming temporarily to the United States to pursue a full course of study in an approved program in either an academic (college, university seminary, conservatory, academic high school, elementary school, other institution, or language training program) or a vocational or other recognized nonacademic institution.

Temporary Protected Status (TPS) - Establishes a legislative basis for allowing a group of persons temporary refuge in the United States. Under a provision of the Immigration Act of 1990, the Attorney General may designate nationals of a foreign state to be eligible for TPS with a finding that conditions in that country pose a danger to personal safety due to ongoing armed conflict or an environmental disaster. Grants of TPS are initially made for periods of 6 to 18 months and may be extended depending on the situation. Removal proceedings are suspended against aliens while they are in Temporary Protected Status.

Visa - A visa is a permit to apply to enter the United States. If needed, it is normally obtained at an American consulate outside the United States. It classifies the visit as business, tourism, etc. and is usually valid for multiple visits to the United States during a specified period of time.

*http://www.ins.gov

D3-3: The Role of the Direct Support Professional - Exploring Topics in the Interview Process.



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Roles of DSP to Explore with Applicants:

- Ability to take direction (female, older, younger)
- Gender roles – How do you feel about doing dishes? Assisting with personal cares?
- Medications administration
- Documentation

NOTES:

Unit D4: Reviewing Organizational Practices that Support Immigrant Workers

Activity D4-1: Organizational Assessment and Action Plan

NOTES:

Organizational Cultural Competence Action Plan Worksheet

Identify three action steps that you as a supervisor can take to build cultural competence in your organization. Refer back to the action steps you identified in Module A. Are these still the action steps you would choose? If not edit accordingly to develop action steps that would best build cultural competence in your organization.

1.

2.

3.

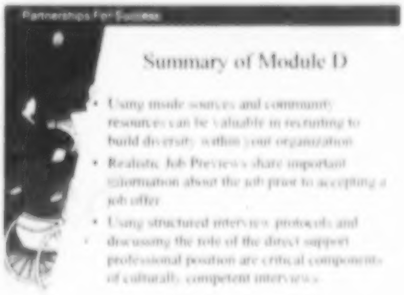
Who are the others needed to implement this in your organization (other supervisors, director)

What is the time frame for each of these actions?

What resources (equipment, supplies, in budget, people) do you need to complete your goals and action steps?

How will you know that you have been successful (e.g., recruitment bonuses up by 10%, turnover reduced by 25%).

Module D and the Power of Diversity Summary and Closing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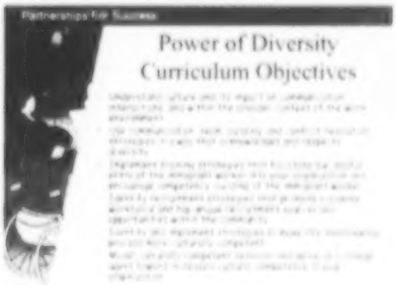
Summary of Module D

- Using inside sources and community resources can be valuable in recruiting to build diversity within your organization
- Realistic Job Previews share important information about the job prior to accepting a job offer
- Using structured interview protocols and discussing the role of the direct support professional position are critical components of culturally competent interviews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Power of Diversity Curriculum Objectives

REFLECTIONS on the Power of Diversity Training

1. What was the overall learning experience like for you?

2. What were the "best" features of the curriculum?

3. What were the "worst" features of the curriculum?

4. What would you change? How?

5. What were your emotional highs and lows?

Module D References and Resources List

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ADDITIONAL RESOURCES

Building Immigrant Awareness Support
Minnesota Advocates for Human Rights
The B.I.A.S. Project
310 Fourth Avenue South, Suite 1000
Minneapolis, MN 55415-1012
(612) 341-3302; Fax (612) 341-2971

Code of Ethics for Direct Support Professionals. National Alliance for Direct Support Professionals. (May, 2001)
Institute on Community Integration
150 Pillsbury Dr. SE/PT 204
Minneapolis, MN 55455
For more information call (612) 624-0060 or fax John Sauer at (612) 626-0535

New Employee Orientation Modules for Programs Serving Persons with Developmental Disabilities.
Institute on Community Integration
150 Pillsbury Dr. SE/PT 204
Minneapolis, MN 55455
For more information call (612) 624-0060 or fax John Sauer at (612) 626-0535

Providing Cross-Cultural Support Services to Individuals with Disabilities and Their Families
Publications Office
Institute on Community Integration (UAP)
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455 (612) 624-4512

Module D Participant Worksheets

Use these worksheets to replace
those you completed during the training sessions.

Recruitment Action Plan Worksheet

1. Identify three new sources of recruitment of immigrant workers in your local community or agency that you could utilize.

2. What steps will you take in changing your recruitment practices to interest new workers from immigrant pools?

3. What changes within the organization are needed to help it feel welcoming to new workers from different backgrounds?

4. With whom within your organization will you need to discuss this new action plan?

5. What resources do you need?

6. What is the timeframe to implement?

7. How will you know that you have been successful?

Developing a Realistic Job Preview Worksheet

1. Identify 6 tasks/responsibilities of DSP role that should be portrayed in RJP. Balance the positive with the negative. Include tasks or responsibilities that may be a surprise to some immigrant workers (like making hotdish!).

2. Identify 4-5 "unwritten" rules or behavioral expectations for DSP at your organization. (Think about what may be most surprising to some immigrant workers - such as avoiding talking about personal religion on the job).

3. Identify what type of RJP you could develop to help immigrant workers understand these tasks and rules most clearly.

4. Identify who will be involved in developing RJP (DSPs, other immigrant workers, etc).

5. Begin to think of who are the best people to portray specific parts and how they will do it.

6. List some ways you can help applicants communicate that they are not interested in the position.

(Note: This is a practice exercise to help you brainstorm about RJP possibilities. Be as creative as you want in creating a meaningful RJP that fits the culture of your organization)

Structured Interview Protocol Worksheet

1. Identify 3-5 areas that are necessary to be a good candidate for a DSP position. (e.g., teamwork, managing multiple tasks, etc.)

2. Design a question that addresses each of these competency areas. This may be an open-ended question, a response to scenarios or other ways that you can elicit responses that accurately reflect skills and understanding.

3. For each question, identify key elements of responses that reflect varying levels of skill or knowledge (e.g., excellent worker, proficient worker, poor performing worker).

4. Now ask these questions of your team members. In response to these questions, each member should write a brief response to each question. Compare responses. Discuss responses with group members. Which question for each skill area elicited a response that best reflects an applicant's understanding of that competency area?

5. Choose the best question for each competency and make edits as needed. Be prepared to share with the large group.

Organizational Cultural Competence Action Plan Worksheet

Identify three action steps that you as a supervisor can take to build cultural competence in your organization. Refer back to the action steps you identified in Module A. Are these still the action steps you would choose? If not edit accordingly to develop action steps that would best build cultural competence in your organization.

1.

2.

3.

Who are the others needed to implement this in your organization (other supervisors, director)

What is the time frame for each of these actions?

What resources (equipment, supplies, in budget, people) do you need to complete your goals and action steps?

How will you know that you have been successful (e.g., recruitment bonuses up by 10%, turnover reduced by 25%).

REFLECTIONS on the Power of Diversity Training

1. What was the overall learning experience like for you?

2. What were the "best" features of the curriculum?

3. What were the "worst" features of the curriculum?

4. What would you change? How?

5. What were your emotional highs and lows?